



Do Rewards and Ice Breakers Have an Impact on the Learning Process?

Intan Putri Kania¹(✉), P. Resnawati Febriani¹, Fitria Nurulaeni¹,
and Kornienko Elena Vladimirovna²

¹ Elementary School Teacher Education, Nusa Putra University, Sukabumi, Indonesia
{intan.putri_pgsd19, resnawati.febriani_pgsd19,
fitria.nurulaeni}@nusaputra.ac.id

² Technical Science, Rostov State Transport University, Moskow, Russia
kornienkolena.rostov@rambler.ru

Abstract. The purpose of this research is to know the impact when teacher gave rewards and ice breakers on the learning process. The methodology that we used in this study is Literature Review by collecting various data sources from 10 scientific articles. The results of our study, concluded that giving rewards and ice breakers has an impact on the learning process, namely to increase students' learning motivation which also has an impact on cognitive learning outcomes. Giving rewards and ice breakers can raise students' enthusiasm 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 the minds of students so that the learning atmosphere becomes excited, relaxed, and fun so that it can build student readiness in learning.

Keywords: Reward · Ice Breaker · Learning Process

1 Introduction

The development of education in Indonesia has undergone significant changes, especially in the current pandemic conditions. This is due to various factors, one of which leads to how teachers create an interesting learning atmosphere so as the smart students can achieve the goals in education. Education has purpose to combine of developmental and social goals, where education aims to develop individual abilities optimally and can carry out their roles as good citizens in various environments and social groups [1].

Learning is a process of organizing, growing and also encouraging students to carry out the learning process. Someone who learns can not be seen clearly but from the symptoms of changes in his personality in the form of skills, attitudes, habits and intelligence. Learning can be said to be a permanent change [2] because of the interaction between students and educators. Learning is the result of interaction between stimulus that given by teacher and student's response [3].

The learning process should be an active activity of students to build understanding. Behavioristic learning theory says that the teacher acts as a behavior controller.

This is because humans depend on the stimulus they get, because humans are essentially passive [3]. 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. In addition, teachers as motivators also need to provide encouragement for students to be active and make the learning process fun [4]. However, in general, when teachers teach in class, their time is spent delivering learning materials without paying attention to students' conditions and understanding so that learning becomes a boring routine for students. A teacher should innovate in the learning process by providing motivation that can increase students' enthusiasm for learning. Teacher creativity in providing motivation will affect behavior and make students more enthusiastic in the learning process. The process of delivering a teaching material that is done in a fun way will certainly make the hearts of students impressed and happy in participating in learning so that the learning atmosphere becomes relaxed, learning becomes interesting, students' feelings are not depressed during learning, student participation and attention in learning will also increase [5]. Based on this, a pleasant learning atmosphere will make students. Excited in the learning process, eliminate boredom and increase students' learning motivation which will certainly affect learning outcomes.

The role of motivation is not only when learning, but motivation is also needed when starting and ending learning activities. Giving motivation can be done by providing ice breaking and rewards in the learning process. Ice breakers is an activities to carried out at the beginning or in the middle of the learning process to build learning readiness, melt the atmosphere, and stimulate students' learning motivation. [6]. Ice breaker is a simple game or activities that serves to turn the atmosphere of tension, boredom, or sleepiness into a learning atmosphere that is fun and full of enthusiasm in the learning process. In addition to giving ice breakers, other efforts that can be made by teachers to create an active learning atmosphere are giving rewards. Teachers can give rewards in learning to increase students' motivation and participation [7]. Rewards do not have to be in the form of goods, teachers can give rewards in the form of stars as a sign of appreciation, praise, applause, and others.

Students carry out a lifelong learning process from their life experiences [8] through what he sees, hears and feels. A good and enjoyable experience can certainly have a positive impact on student development [9]. Likewise, the experience that students get while studying affects the success of student learning. Based on this description, researchers are interested in studying more deeply about the impact of giving ice breaking and rewards in the learning process.

2 Methodology

The type of approach that we used in this study is qualitative with a literature review method. According to Sinder, literature review is a research method that intends to collect and draw conclusions or the essence of existing research and analyze some of the opinions of experts written in the text. [10]. The analytical technique used is by collecting various data sources from 10 scientific articles. The articles used in this study can be seen in Table 1, namely, as follows:

Table 1. Research articles analyzed

No.	NAME AND YEAR	RESEARCH RESULT
1	(Dwi Zakiyyah, dkk 2022)	Penerapan Ice Breaker pada proses belajar guna meningkatkan motivasi belajar peserta didik IV SDN Sugihan 03
2	(Itsnaini dan Alik, 2019)	Pengaruh Reward terhadap motivasi dan hasil belajar kognitif peserta didik kelas IV di SD Negeri 1 karangan.
3	(Khoirunisa dan Amirudin, 2020)	Pengaruh ice breaker terhadap motivasi belajar peserta didik pada mata pelajaran IPA di Kelas 3 SDIT Nuurushiddiiq Kedawung Cirebon.
4	(Leta Marzatifa, dkk 2021)	Ice Breaker: Implementasi, kendala dan manfaatnya untuk meningkatkan konsentrasi belajar peserta Didik.
5	(Febianti, Yopi Nisa, 2018)	Meningkatkan motivasi belajar melalui reward and punishment yang positif.
6	(Kamron dan Atipat 2021)	Students perceptions towards the use of rewards to enhance their learning behaviours and self-developments.
7	(Previa, dkk 2019)	The use of ice breaking to improve students motivations in learning English at the tenthgrade student of SMK YPKKP.
8	(Hendrik, dkk 2021)	Online Learnings Solutions: Ice breakers Applications to increase Students Motivation.
9	(Mohammad Sofyan, dkk 2021)	The effectiveness of ice breakers to increase student motivation in learning English.
10	(Nurmawati, dkk 2018)	The correlations between Reward and elementary School Students' Learning Motivation.

3 Results and Discussion

3.1 Results

Learning is an effort made by a person consciously to produce overall behavioral changes as an effect of the impression in interacting with the neighborhood [5]. The learning provided by the teacher at the school plays an important role in the cognitive learning outcomes of students. Students who are motivated in learning will always be serious

so that they get maximum results. One way that teachers can do so that students are motivated and improve cognitive learning outcomes is by giving rewards and ice breakers to students. Reward is a gift or award given to someone for doing something good and right [4]. Ice breaker is an activity that can divert a stressful and boring atmosphere to be relaxed, excited and fun [5]. Thus the learning atmosphere becomes more fluid and conducive. Based on the study from Fadlilah and Laili explained that giving rewards to student's learning motivation at SDN 1 Karanganyar was very significant, as seen from the significance value of the MANOVA test which H_0 was less than 0.05 so H_1 was accepted and H_0 was rejected [7]. In addition to giving rewards, giving ice breakers also has a good impact on the cognitive abilities of students. This is evidenced by research from Pratama regarding the provision of ice breakers during online learning which explains that in terms of learning outcomes, the score of the post test was 9.64 and the score of the pre-test score was 80.32, that's score indicates a better change in grades [11].

Based on the study, it appears that reward's provision ice breakers can improve the ability of cognitive learning outcomes in students. Rewards do not have to be in the form of goods, teachers can give rewards in the form of stars as a sign of appreciation, praise, applause, and others. Giving rewards in the form of stars makes students interested and looks focused on learning so that they can answer questions after they know that to get the stars they must be able to answer the questions given. The first question was only answered by a few students, after seeing their friends get stars, the other students became enthusiastic to answer the next question [7]. Ice breaker can be given in the form of clapping, yelling, games, exercise, stories, magic, and audio visuals that are appropriate to the learning and age level of the students. [5]. The interest of students in rewards and ice breakers is able to foster a spirit of learning so students can move to listen, understanding the material, and answer questions quickly and correctly. The existence of this reward and ice breaker makes students improve their cognitive abilities, so that the knowledge received by students becomes solid and can improve their learning outcomes.

Maximum learning outcomes for students will not actually be created when students do not feel interested in learning. Effective learning will make students interested in the ongoing learning process [12]. The interest of these students will lead to motivation to learn the material being taught by the teacher. Learning motivation is an encouragement from within students and their environment to make changes in behavior [5]. Giving reward and ice breakers is very important for students in learning to generate readiness in learning.

This is based on research from Nurmawati which explains that rewards are considered important to generate enthusiasm and motivation to learn students. Rewards can foster motivation because someone hopes that by doing something in a certain way they will get an award [13]. Rewards can be in the form of praise, thumbs up, stars, even in the form of items such as stationery or food that can please students. Giving positive rewards can increase students' motivation in learning. Rewards or awards given by teachers aim to increase concentration, activity, and motivation as well as foster positive attitudes in teaching and learning activities [4]. Likewise, giving an ice breaker during the learning process will bring up motivation to learn and make students return to concentrate on learning. Students will feel happy and not easily bored when taking lessons because

there is a fun movement or game on the sidelines of learning so that giving ice breaker can be said as an effective activity in increasing motivation and active participation of students in learning [5].

There are a differences between students learning motivation before and after the ice breaker are given. This is evidenced by research from Zakiyyah who explained that before being given an ice breaker, students felt unmotivated while studying and were lazy to go to school, after being given an ice breaker, students became enthusiastic and motivated to learn. [5]. Fransiska suggested that learning begins by inviting students to sing to attract students interest and attention so as to minimize students playing games in class and talking with friends which in the end the atmosphere of learning in class becomes fun, fosters student motivation so that students have readiness to learn [14].

The application of ice breaker to students is very effective in increasing students' learning motivation because ice breaker can divert a boring learning atmosphere into an interesting and fun learning atmosphere for students. According to research from Rahmayanti, ice breaker is effective to increase motivation in learning English. This is as seen from the results of the T test which was less than 0.05 so that H_0 is rejected. These results suggest teachers to give ice breaker to students who have low motivation in learning English because ice breaker can make students enthusiastic and feel comfortable while learning [15]. It can also distract students when they make noise in the classroom. Based on this, Pranata explained that giving ice breaking was effective to increase motivation to learn English for 7th grade students of SMP Nurul Jadid. This is evidenced by the level of student motivation which is indicated by the difference score between the pre test and post test scores and the T test value is greater than T_{table} so that it can be said that giving ice breaker can help students increase their learning motivation [16].

Ice breaking is an activity that can melt the learning atmosphere. Giving ice breaker in the learning process can eliminate boredom, refresh the mind, and restore the student ability to understand the lesson. Based on the study from Khoerunisa and Amirudin, the application of ice breaker has a strong influence on students motivation in science subjects in Grade 3 of the Integrated Islamic Elementary School Nuurushiddiq Kedawang Cirebon. This is based on the results of a correlation analysis of 0.65% with a hypothesis testing and a strong relationship level, the T count value is 3.1976, while the T table at a significant level of 0.05% is 1.721, it turns out that T count (3.1976) T_{table} (1.721) so reject H_0 which means there is significant influence from giving ice breakers to student motivation in the process of learning science. is a positive and significant influence between Ice Breaker on students' learning motivation in the science in class 3rd SDIT Nuurushiddiq Kedawang [1].

Besides being useful for fostering student motivation in learning, giving rewards in learning must also have limits so as not to have a negative effect on learning. This is based on research from Phungphai and Boonmoh which explains that rewards are considered a tool to increase learning motivation and learner involvement in learning. Giving rewards must have a size limit, teachers need to be careful because if the rewards given are too excessive, it is feared that the purpose of the appreciation or reward itself will not be achieved or deviate where students are more concerned with rewards than the learning activity itself. [17]. Therefore, it is very important to pay attention to a teacher

in giving rewards to students to choose the right reward so that there are no deviations and negative effects from the reward itself. Giving rewards and ice breakers cannot be separated from the principles that can be used as guidelines in implementing both in the learning process. The following is the principle of giving rewards [18]:

1. Warmth and enthusiasm
2. Meaningful. Rewards are given fairly because students achieve one thing with their own hard work
3. Be honest. Students must struggle to get rewards with their own work, not someone else's
4. Avoid negative responses. Disrespectful speech or satire should be avoided because it will destroy the spirit of students in self-development.
5. Varies
6. Jump. Rewards cannot be delayed.

In addition to rewards, ice breaker also has principles. The ice breaker principle was proposed by Witkowski [5] which states that the provision of this ice breaker must be in accordance with:

1. Learning objectives. Giving ice breakers must be accordance and appropriate with the learning objectives
2. Learners. Ice breaker must be given according to the age and ability of the students
3. Time management. Icebreakers are generally given in a short duration of less than 20 min
4. Control. Giving ice breaker must be controlled as well as possible because ice breaker is a short and fun activity and relieves tension in learning.

From the description that has been described above, it is known that the giving of rewards and ice breakers produces benefits both for educators and for students in the learning process. Giving rewards and ice breakers helps teachers in the learning process to restore students' enthusiasm so that students' learning motivation increases again. Giving positive rewards and giving the right ice breaker can stimulate students who feel bored and lack concentration in learning.

4 Conclusion

Giving rewards and ice breakers has an impact on the learning process, namely to increase students' learning motivation which also has an impact on cognitive learning outcomes. Giving rewards and ice breakers can raise students' enthusiasm 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 the minds of students so that the learning atmosphere become excited, relaxed, and fun. So, it can build student readiness in learning..

References

1. T. Khoerunisaa and A. Amiruddin, "Pengaruh Ice Breaker Terhadap Motivasi Belajar Peserta Didik Pada Mata Pelajaran IPA di Kelas III SDIT Nuurushiddiq Kedawung Cirebon," EduBase

2. J. Basic Educ., vol. 1, no. 1, p. 84, 2020, doi: <https://doi.org/10.47453/edubase.v1i1.47>.
3. A. S. Munna and A. Kalaam, "Teaching and learning process to enhance teaching effectiveness : a literature review," vol. 4, no. 1, pp. 1–4, 2021.
4. N. I. Nahaar, "Penerapan teori belajar behavioristik dalam proses pembelajaran," vol. 1, 2016.
5. Y. N. Febianti, "Jurnal Edunomic Vol. 6, No. 2, Tahun 2018 93," J. Edunomic, vol. 6, no. 2, pp. 93–102, 2018.
6. D. Zakiyyah, M. Suswandari, and N. Khayati, "Penerapan Ice Breaker Pada Proses Belajar Guna Meningkatkan Motivasi Belajar Peserta Didik Kelas Iv SDN Sugihan 03," J. Educ. Learn. Innov., vol. 2, no. 1, pp. 73–85, 2022, doi: <https://doi.org/10.46229/elia.v2i1.333>.
7. ayu noviia Kurniasih and deddy hidayatullah Alarifin, "PENERAPAN ICE BREAKER (PENYEGAR PROSES PEMBELAJARAN) DALAM MENINGKATKAN HASIL BELAJAR IPA SISWA KELAS VIIIa MTs AN-NUR PELOPOR BANDARJAYA TAHUN PELAJARAN 2013/2014," J. Pendidik. Fis., vol. III, pp. 27–35, 2014.
8. I. Fadlilah and A. M. Laili, "Pengaruh Reward terhadap Motivasi dan Hasil Belajar Kognitif Peserta Didik Kelas IV di SD Negeri 1 Karangan," J. Pendidik. Dasar Nusant., vol. 5, no. 1, p. 25, 2019, doi: <https://doi.org/10.29407/jpdm.v5i1.13219>.
9. A. M. Passarelli and D. A. Kollb, *The Learning Way: Learning from Experience as the Path to Lifelong Learning and Development*, no. January.2012, doi: <https://doi.org/10.1093/oxfordhb/9780195390483.013.0028>.
10. M. J. Furlong, S. You, T. L. Renshaaw, M. D. O'Malley, and J. Rebelez, "Preliminary development of the positive experiences at school scale for elementary school children," *Child Indic. Res.*, vol. 6, no. 4, pp. 753–775, 2013, doi: <https://doi.org/10.1007/s12187-013-9193-7>.
11. R. Nurislamingsih, T. S. Rachmawati, and Y. Wiinoto, "Pustakawan Referensi Sebagai Knowledge Worker," *Anuva*, vol. 4, no. 2, pp. 169–182, 2020, doi: <https://doi.org/10.14710/anuva.4.2.169-182>.
12. H. Praatama, T. W. Maduuretno, and A. C. Yusro, "Online Learning Solution : Ice Breaker Application to Increase the Student Learning Motivation," vol. 7, no. 1, pp. 117–125, 2021.
13. P. D. Purnasari and Y. D. Sadewo, "Perbaikan Kualitas Pembelajaran Melalui Pelatihan Pemilihan Model Pembelajaran dan Pemanfaatan Media Ajar di SD Wilayah Perbatasan," vol. 10, pp. 125–132, 2020.
14. N. Margolang, N. Hermita, and Z. Antosa, "The Correlations between Rewards and Elementary School Students Learning Motivation," *J. Teach. Learn. Elem. Educ.*, vol. 2, no. 1, p. 64, 2019, doi: <https://doi.org/10.33578/jtlee.v2i1.6693>.
15. L. Marzatifa and M. Agustina, "Ice Breaker : Implementasi , Manfaat dan Kendalanya untuk Meningkatkan Konsentrasi Belajar Peserta Didik," vol. 6, no. 2, pp. 162–171, 2021, doi: <https://doi.org/10.32505/al-azkiya.v6i2.3309>.
16. P. Rahmayanti, P. A. Saraswati, and G. P. Bhuana, "THE USE OF ICE BREAKING TO IMPROVE STUDENTS MOTIVATION IN LEARNING ENGLISH AT THE TENTH GRADE STUDENTS OF SMK YPKKP," vol. 2, no. 5, pp. 594–600, 2019.
17. M. S. Adi, R. A. Susanti, and Q. Jannah, "The Effectiveness of Ice Breaker to Increase Students' Motivation in Learning English," *Int.*
18. *J. English Educ. Linguist.*, vol. 3, no. 1, pp. 31–38, 2021, doi: <https://doi.org/10.33650/jjoee.v3i1.2256>.
19. K. Phungphai and A. Boonmoh, "Students Perception towards the Use of Reward to Enhance Their Learning Behaviours and Self- Development," *JEE (Journal English Educ.*, vol. 7, no. 1, pp. 39–55, 2021, doi: <https://doi.org/10.30606/jee.v7i1.637>.
20. I. Magdalena, D. D. Rahmawati, K. Rizkyah, and
21. R. Asriyah, "Metode Pembelajaran Pemberian Reward Terhadap Peserta Didik Kelas 5 SD Bubulak 2 Kota Tangerang," *J. Psikol. Pendidik.*, vol. 2, no. 1, pp. 114–122, 2020

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

