

FORM OF TEACHER CREATIVITY IN APPLYING ICE BREAKING RELATED TO ELEMENTARY SCHOOL STUDENT'S MOTIVATION AND LEARNING OUTCOME

Efi Ika Febriandari¹, Uluul Khakiim², Nur Aida Endah Pratama^{3*}

^{1,2,3} STKIP PGRI Trenggalek, Trenggalek, Indonesia
*e-mail efi.ika.f@gmail.com

Abstract: This article discusses about the relation of teacher's creativity and elementary school student's motivation and attention during learning process, and student's learning outcome. Teacher creativity in learning activities can be measured by fluency, flexibility, and novelty (originality). Meanwhile student's motivation and attention indicated by during learning process. The result shows that: (i) not all of children have full of motivation and attention because of lack of concentration during learning process; (ii) students learning outcome related to their motivation and attention; (iii) teachers creativity in ice-breaking activity during learning process related to motivation and learning outcome.

Keywords: creativity, ice breaking, learning motivation, learning outcomes

1. Introduction

The Teacher creativity in developing learning content and managing the learning process is one form of a teacher professionalism. Morgan, Tickly, & Watson (2004: 163) supported that a teacher should prepare the learning plan at least one, included strategy to evaluation by focusing on objective, learning content and student characteristics (Uno, 2008: 7). But, even the lesson plan well prepared, it does not guarantee that the lesson going well. It is because students internal factor still not considered yet, such as students ability in maintaining learning concentration.

According to Suryoharjuno (2014), someone can concentrate for approximately 20 minutes. It means, if learning process runs more than 20 minutes, student's learning focus will be reduced. It is shown by sleepy, saturated, a rowdy, indifferent in receive learning content. This condition needs teacher creativity as a professional educator to restore the student's concentration.

Teacher creativity in learning process had wide meaning (Plucker, Beghetto & Dow, 2004), one of them is making different solution in problem solving (Hoseinifar, Siedkalan, Zirak, Nowrozi, Shaker, Meamar, & Ghaderi, 2011), such as ice breaking implementation. It is because the ice breaking can be combined with learning content, student's conditions and learning environment (Suryoharjuno, 2014). So that, the presence of ice breaking is expected to restore concentration of student and student gain their motivation in. Thus, the main focus of this articles to review the relation of student's learning outcome with teacher creativity and students motivation and attention during learning process.

2. Teacher Creativity

Based on Kamus Besar Bahasa Indonesia, creativity is capability of someone to create something. So, teachers creativity means capability of teachers to create their idea becomes something which can get students attention. Guilford (in Nadjafikhah & Yaftian, 2013) contend that there are four components can identify creativity including fluency aspects, flexibility, novelty (originality), and elaboration. In this research, teacher creativity in applying ice breaking during learning identified using only three aspects, there are fluency, flexibility, and novelty (originality), and the elaboration disuse because nearly the same with novelty.

In Nadjafikhah & Yaftian, 2012) has suggested that fluency as the basis for the emergence of a wide range of ideas to the completion of an problems that have emerged, flexibility as the ability to feel in patterns of thought and a different light so as to produce variations the idea. While novelty (originality) is capability of teachers to created a new solution.

3. Ice Breaking

Ice breaking is a creative and interesting activity to change the tense and saturated moment become cheerfull and conducive moment (Sunarto, 2012: 3). According to ambini (2016) ice breaking is an attempt in clusters to lighten the mood and stiff a dull and so as to create a mood that flexible and pleasing. It can be concluded that ice breaking are the activities to create a comfortable, pleasing ambience and to have the children excited and focused again.

The aim of ice breaking implementation in learning process are: directing the brain so that it would reach in alfa wave condition (8 s.d 12hz), rebuild the atmosphere so that they are in serious-relax and fun condition, maintain the stability of the physical and psychological condition in order to be fresh in gaining of lesson. (Lutfi, 2014). So learning process at class runs well, and had an influence on the motivation of students.

The benefits of the ice breaking implementation are: process and delivering information will be optimum, creating motivation for teachers and students in learning process, optimizing delivering and receiving information, and strengthen interaction between teacher and student (suryaharjuno, 2014). This has an influence on students who demanded to concentrate during the learning process.

There are two techniques in Ice breaking implementation, they are Spontaneous and Planned Technique. Spontaneous technique is carried out naturally and directly without planning. This technique is conducted when students are getting tired, fatigue, feel bored, and lack of eagerness.

While Planned Technique is technique that was listed on learning planning (RPP). It is expected that the well planning Planned will help to optimize eagerness of students in learning process. Ice breaking is implemented when saturation occurred or the learning content related to ice breaking content (Lutfi, 2014).

There are nine kinds of ice breaking. They are game, singing, gymnastics, yel-yel brain game, clapping, humor, story telling, and riddle. Teacher as fasilitator should apply meaningful ice breaking. Teacher can choose one of match ice breaking and applying in learning process.

4. Learning Motivation

Learning motivation is change of someone that showed by reaction to reach the purpose (Frederic J. Mc. Donald in Nashar, 2004: 39). There are two types of motivation, external and internal. They give influence to someone to learning something. External motivation come from individual out part like facilities and environment around the individual. While internal motivation is something that come from individual inside to spur the individual to reach well learning achievement.

Learning motivation of students can be detected by Indicators of learning motivation are:

- a. there is desire to be successful
- b. there is desire to learn
- c. having future goals
- d. there are awards in learning
- e. there are interesting learning activities
- f. there is good learning environment (Uno, 2013:31)

5. Learning Outcomes

According to a learning outcomes, Ali (2004: 14) named the change mannerisms as interaction with the environment. That learning outcomes obtained of learning process due to from the environment interaction. Usually happened deliberately interaction. According to Sudjana (2005) learning outcome is the capability owned by students after receiving learning, included cognitive, affective and psychomotor. So that, it can be said that is the learning outcome obtained of learning process. For this study only discuss about cognitive measured by a test of the cognitive learning outcomes.

Learning outcomes can be used as an indicator of students ability to learning content that has learned. In order to get a better learning outcomes supported by the situation and the condition learning pleasing and psychological readiness good and physical students demonstrable the motivation and attention to the learning process. Motivation and attention student could be increased by implementing

6. Previous Research Relevant

Based on studies conducted, found some results from Ice Breaking research. Such as the results of the study with the title "Improving Social Learning Motivation Through Giving Ice Breakers to Class V Students of Monggang Elementary School" conducted by Riga Ambini in 2016 about the teaching and learning process that inserts ice breakers in it can improve student learning activities and class V student learning assistance in SDN Monggang. Improve and learn students and meet very good categories.

Previously, in 2014 Riya Susanah and Dedy Hidayatullah Alarifin also conducted similar research. The study was titled "Application of Ice Breaking in Physics Learning to Increase Motivation and Learning Outcomes". Physics is one of the subjects that is often considered as a difficult subject and requires more concentration in understanding the material, so that when studying Physics students tend to get bored quickly, tired to lose concentration. After applying ice breaking during physics learning, the results of the study prove that an increase in motivation is followed by an increase in learning outcomes that occur in cycle I to cycle II by 16%.

Subsequent research on the application of ice breaking was carried out in 2016 by Baiq Denta Riana Sari and Endang Mulyatiningsih. This research was carried out by taking the subject of students

at the vocational level and this study was entitled "Application of Ice Breaking to Increase Student Motivation in Hygiene Sanitation Subjects at 3 Wonosari Vocational High Schools". Through this research, the researchers hope to increase the learning motivation of the students of Class X in the hygiene class through the application of ice breaking. The results of the study stated that after applying ice breaking on sanitation hygiene subjects, there was an increase in learning motivation in students starting from the pre-action stage, the first cycle action to the second cycle action.

After the three results of the research above examine ice implementation by focusing on the impact of motivation and learning outcomes, then the research from Miftahur Reza Irachmat (2015) on ice breaking focuses on the impact of student attention. The title of the research is "Increasing Students' Attention in Class III Learning Process Through Ice Breaking Games at Gembongan Elementary School". This study aims to increase students' attention in the learning process of class III SDN Gembongan through ice breaking games that are applied inside

teaching and learning process. The results obtained also stated that the application of ice breaking games can increase the attention of third grade students of Gembongan Elementary School towards the learning process carried out.

Furthermore, in 2014 Yaghoob Namia, Hossein Marsooli, and Maral Ashouri also raised titles related to creativity and learning outcomes namely "The Relationship Between Creativity And Academic Achievement. This study aims to investigate the relationship between student creativity and student learning outcomes. And after the research was conducted, it was found that there was a significant relationship between creativity and student learning outcomes.

Likewise with research conducted by Farshid Ghasemi, Ahmad Rastegar, Reza Ghorban Jahromi, and Roghayeh Roozegar (2011) entitled "The Relationship Between Creativity and Achievement Motivation With High School Students' Entrepreneurship". The purpose of this study is to prove the relationship between creativity and motivation to learn with entrepreneurship of high school students. In the end, the results of this study also show that there is a relationship between students' creativity with entrepreneurship and there is a relationship between motivation and entrepreneurship. So, from the results of some previous studies that are relevant to the discussion in this article it can be stated that motivation, attention and student learning outcomes can be triggered by ice breaking activities are applied in the learning process created by the teacher

7. Conclusion

As a teacher, one of the important things that must be considered in order to carry out learning with the maximum is the condition of students while attending the teaching and learning process. Based on the results of the study stated that in the teaching and learning process not all students have full motivation and attention and maximum learning outcomes. This can be influenced by the condition of students who are less able to concentrate in full learning caused by various factors. So that the teacher needs to overcome this with an activity that is able to revive the students' enthusiasm, motivation, and attention that will enable them to have an impact on student learning outcomes. One of the activities that can be done is with ice breaking which is based on the results of the study stated that the teacher's creativity in doing ice breaking during the teaching and learning process has a relation with student's motivation and learning outcomes.

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