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INCREASING STUDENTS' INTEREST AND LEARNING OUTCOMES THROUGH ICE BREAKING IN SCIENCE SUBJECTS

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Abstract: Effective education requires teaching strategies that can improve students' interest and learning outcomes, especially in science subjects that are often considered challenging. This study aims to explore the effect of ice breaking techniques on improving students' interest and learning outcomes in science subjects. Ice breaking, which involves interactive and fun activities, can create a conducive classroom atmosphere and reduce students' anxiety, allowing them to be more involved in the learning process. The research method used is a quantitative approach with an experimental design. A total of 60 students from grade VII in one of the junior high schools in Jakarta were involved in this study. Students were divided into two groups: an experimental group that received teaching with ice breaking techniques and a control group that was taught with conventional methods. Data were collected through questionnaires to measure learning interest and tests to assess student learning outcomes before and after treatment. The results of the analysis showed that there was a significant increase in students' learning interest in the experimental group compared to the control group. The average score of students' learning interest taught with ice breaking techniques increased by 25% after treatment. In addition, student learning outcomes also showed progress, where the average test score of the experimental group increased by 30% compared to before the treatment. These findings indicate that the application of ice breaking techniques not only succeeded in increasing students' interest in science lessons, but also contributed to improving their learning outcomes. Therefore, it is recommended that educators consider the use of ice breaking techniques as part of their teaching strategies to create more engaging and effective learning experiences in science subjects. Further research can be conducted to explore various ice breaking techniques and their impacts on other subjects.

Keywords: increasing Students', Interest And Learning

Introduction

In the era of education moment This is the challenge faced by educators in teach science the more complex . Many students showed lack of interest in lesson science , which has an impact on the results under - learning satisfying . Inactivity student in the learning process science can caused by various factors , such as method monotonous teaching , material that is considered difficult , or lack of interaction between teachers and students . Therefore that , is needed approach innovative For increase interest and results Study student .

One of proven method effective in overcome problem This is an ice breaker. Ice breaking is techniques used For solve the freeze inside class , create more atmosphere relaxed and interactive . With using ice breaking, it is hoped student can more involved in the learning process , interact with Friend classmates , and reduce awkwardness or possible tension felt moment Study science .

Various study show that use ice breaking techniques can increase motivation students , strengthening connection social between students , as well as help they For more understand

material lessons . In context science , ice breaking can done with a fun way , like game educational , discussion group , or activity practical related with draft science in progress studied .

In article this , will discussed in a way deep about how ice breaking can be done increase interest and results Study student in eye lesson science . With identify various appropriate ice breaking techniques , as well analyze the impact to students , it is expected can give contribution for development method more learning effective in class .

Literature Review

1. Theory Study

Theory Study play a role important in understand How student interact with material lessons . Various approaches , such as constructivism , behaviorism , and humanism , provide different views about the learning process . Constructivism , for example , emphasizes importance experience and interaction social in build knowledge . In context This , ice breaking can become effective tool For facilitate interaction and experience Study .

2. Interest Study

Interest Study is one of the determining factor success student in reach objective academic . According to Deci and Ryan (1985), interest intrinsic push student For involved in a way active in learn . Interesting and fun ice breaking activities can stimulate interest intrinsic students , so that increase involvement they in lesson science .

3. Learning Outcomes

Learning outcomes can measured through evaluation cognitive , affective , and psychomotor . Research show that learning that involves interaction active , such as ice breaking, can increase results Study students in all aspect the .

4. Ice Breaking in Education

Lots of research has show that ice breaking can increase atmosphere class , reduce stress , and increase connection between students . Activities This can done at the beginning lesson For interesting attention students and create conducive atmosphere For Study .

5. Study Case

A number of studies cases in various school show significant improvement in interest and results Study student after apply ice breaking techniques in learning science . For example , a research by Amin (2019) shows that students involved in ice breaking activities have mark more tests tall compared to with students who do not .

Research Methods

1. Design Study

Study This use design quasi-experiment with two group , namely group experiments that apply ice breaking and groups control that uses method learning conventional .

2. Population and Sample

Population study is student class VII in a school intermediate first . Sample taken in a way random from two class that has characteristics similar . Experimental class consists of of 30 students , while class control also consists of of 30 students .

3. Data Collection

Data collected through questionnaire For measure interest Study students and tests For measure results learning . Questionnaire consists of of 20 questions covering aspects interest learning , while test consists of of the 25 questions that test understanding draft science .

4. Data Analysis

Data analyzed use statistics descriptive and inferential . The t-test is used For compare results Study between second group , while analysis regression used For see connection between interest learning and results Study .

Research Results

1. Data Description

Data collected show that group experiment own interest learn more tall compared to with group control . Average score questionnaire For group experiment is 80, while group control only 65.

2. Exam Results

The test results also showed significant difference . The average value exam For group experiment is 85, while group control only 70. The t-test shows that difference This significant with $p < 0.05$.

3. Relationship between Interest and Learning Outcomes

Analysis regression show that There is connection significant positive between interest learning and results learn , with coefficient regression of 0.65. This show that improvement interest Study contribute to the improvement results Study student .

Conclusion

Use ice breaking techniques in learning science proven effective in increase interest and results Study students . Through fun and interactive activities , students become more involved in the learning process , which has an impact positive on understanding they to material science . Research results show that students who follow ice breaking activities have score interest and results learn more tall compared to with students who do not . Therefore that , it is suggested that science teachers integrate ice breaking techniques in method teaching they For create atmosphere learn more conducive and attractive .

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