How can ice breaking's "friends here, enemies there" increase the interest and enthusiasm of high school students for learning?

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**ABSTRACT** Managing learning classes creatively is one aspect of being a professional educator. The teacher must adapt to the learning objectives, materials, and students’ personalities in preparing and planning for learning. Even though preparations have been carried out optimally, it does not rule out the possibility that learning has not been done optimally due to certain factors. To prevent students’ enthusiasm for learning from waning, instructors can use ice-breaking activities to combat boredom during classroom instruction. This study aimed to investigate ice-breaking techniques’ impact on middle school students’ academic motivation. Class XI students and their instructors served as research subjects and were studied using a qualitative approach and a descriptive methodology. The research was conducted through observation, interviews, and documentation of secondary school instructors and students who were the subjects of the study. The study results indicate that the ice-breaking technique can increase students’ interest in learning, particularly in challenging subjects. In addition, this method can strengthen the relationship between students and instructors. This research has intriguing aspects, including how and what this article discusses.

1 INTRODUCTION

Education is crucial to a person’s success since it provides the essential building blocks for achieving their aims and objectives (Komalasari, 2018; MacPhail, 2019). The most prevalent demographics at the high school level often favour intellectual talent (Lady, 2018; Simms, 2016). Even though mathematical logic plays a significant role in forming the character and cognitive processes of the younger generation (Ruswanto et al, 2018), its full potential for improving public speaking abilities has not yet been fully appreciated (Hizi, 2019; Sülter, 2022). However, kids frequently struggle in the classroom since they lack motivation or feel awkward engaging with their friends.

When creating a learning environment that encourages fruitful conversation among students (Premkumar, 2021; Wang, 2020), the role of the teacher is crucial (Snoddy, 2020). Additionally, for a teacher to do their job well, they must possess certain qualities. Teachers should take into account conversational fluency (de Castell, 2019), clarity (Ebrahimi, 2019), systematicity (Kimani, 2019), understanding (Kahlon, 2019), pleasant voice volume (Arsalan, 2021), and harmonious facial expression and body language. Teachers skilled at public speaking often attractively present themselves (Martinez, 2019), grabbing students’ attention and enhancing the impact of their messages.

The concealed curriculum at higher education institutions should incorporate public speaking abilities to properly train future educators and educational professionals. Students in the mathematics education program at PGRI Wiranegara Pasuruan University are prepared to work as teachers in the future. The majority of these students exhibit great logical and mathematical aptitude. To realize their full potential, people must improve their public speaking abilities. The use of icebreaker activities in math classes has the potential to boost students’ confidence in public speaking as well as their interest in and excitement for the subject. Icebreakers are typically used in educational settings to break the ice, provide a relaxed learning environment, and lessen boredom among students and future math educators with a propensity for logical and mathematical intelligence (Kelsen, 2019; Palmas, 2019). Therefore, ice-breaking technology offers a potential remedy to solve this issue.

Inspiring high school students’ interest and enthusiasm for learning is crucial in education. Students are more likely to be active, participate more actively, and produce greater learning results when they are driven and enthusiastic in the learning process. However, finding practical strategies for igniting this passion and excitement for learning presents difficulties for teachers. Interest in learning is a mistake in education. One significant issue (Darmuki, 2022; Takac, 2019). Process learning will be more enjoyable af-
ter participant education has sparked interest. Sometimes, education for children can make it difficult to concentrate when learning occurs. When participants educate and pursue learning, this may be brought on by a lack of apparent interest. Teachers can use ice-breaking activities to engage students at the learning process’s start, middle, or conclusion. This helps students refocus and improves their ability to learn.

Initial findings indicate that high school students prefer experiential learning to classroom instruction, emphasizing theory (Gang, 2021; Ren, 2023). Students’ heightened desire and passion (Wang, 2023) and an improvement in their academic performance compared to more conventional theoretical teaching techniques are evidence of this phenomenon. Students frequently feel embarrassed or struggle to fully understand the lesson material in both practical and theoretical learning scenarios when they are expected to submit a group assignment in front of their friends. Students need to develop their presentation-delivering abilities because of their frequent uneasiness and fear of peer ridicule. Advanced students frequently struggle to successfully communicate their points during presentations because they feel anxious and embarrassed in front of their classmates. Therefore, more assistance is required for other students to comprehend the provided content. Students in certain classes, including both the presentation and the participant groups, displayed a passive attitude during the question and answer portion. As a result, class discussions are passive, the content delivered by student groups results in less engagement, and achieving competency demands the best outcomes.

The ice-breaking technique is one method that can be applied to accomplish this. An approach known as “ice-breaking” is frequently employed to lower initial social barriers and foster a laid-back (Kim, 2023; Sun, 2021), inclusive, and communicative atmosphere within a group. In the past, this strategy has been used in various contexts, including educational settings, to promote engagement between teachers and students as well as among the students themselves to enhance the entire classroom experience. As a result, attention and interest in learning are increased (Dai, 2020; Lu, 2022). An enjoyable learning environment allows students to focus entirely on acquiring new information. According to (Evansluong, 2019), empirical data demonstrates that spending much time on a particular task or subject—often referred to as high bulk time—favours learning results. A style of education known as pleasurable learning fosters favourable learning conditions through interactions between teachers and students (Zhang, 2021), the physical environment, and the general atmosphere, according to Darmansyah (Chi, 2021; Gang, 2022). According to scientific theory, a calm, stress-free environment that promotes a sense of security is necessary for learning to be enjoyable. The overall satisfaction of the learning experience is also influenced by stimulating components, such as an engaging learning environment and the instillation of motivation and excitement for learning.

Numerous studies have been conducted by (Axelsson, 2021; Cheng, 2021; Gu, 2022; Gunawan et al., 2023; Tae, 2020) regarding teachers’ use of icebreaker tactics to increase students’ interest in mathematics (Gang, 2022). The subjects, variables, and research methodologies used in this study differ. High school students and future educators at PGRI Wiranegara University who participated in Field Exper-
won't go as smoothly as it should for various reasons. For instance, during learning, student attentiveness tends to be short-lived. According to (Seitova, 2018; Star, 2014), the average attention span of a person is around 20 minutes. Apparently, after 20 minutes of studying, students could want assistance to keep their focus on the subject. Students who are bored in a learning environment frequently display a variety of noticeable behaviors (Safitri et al, 2023), including symptoms of tiredness and apathy (Darmayanti et al, 2023), engaging in distracting activities, and shifting their focus to other things.

### 3.1.2 Boost Your Spirit Research

Breaking the ice can assist in rousing students who are eager to learn. Students build stronger relationships with their peers and teachers via social engagement and teamwork in ice-breaking activities. This will provide students more incentive to participate actively in their education. The low degree of student involvement and interest in mathematics is another crucial factor contributing to poor learning outcomes. Students are more likely to maximize their mathematical abilities by comprehending a range of topics when they demonstrate true interest and excitement. It's crucial to encourage student involvement and foster a love of studying. Students' curiosity, motivation, and academic engagement are positively correlated, as those who exhibit these traits are more likely to actively engage in the learning process and achieve greater levels of academic achievement (Darmayanti et al, 2023; Triono et al, 2017).

When asked to develop strategies that effectively spark students' interest and excitement in the learning process, educators, however, encounter challenges. According to (Manasikana et al, 2023; Meitar, 2022; Nazarova, 2022), building interest in the topic matter is essential for the learning process. When students show sincere interest in the material taught, learning becomes more fun. Students may occasionally need to focus more intently while learning. The lower level of student participation during the learning process is one probable factor causing this behaviour (Stotsky, 2020; Volpp, 2021). At different times during the learning period, such as the beginning, middle, or end, educators can conduct ice-breaking activities to increase student engagement, which will help students pay attention and understand.

### 3.1.3 Increase participation and focus among students

Breaking the ice helps students relax after their first stiffness and focuses their attention on the learning environment. When learning begins with enjoyable activities (Chow, 2020; Pfeiffer, 2016), children will find focusing and engaging in more serious learning activities simpler. Fosters Social Relationships: Students can communicate with classmates and friends in class by using icebreakers (Bayuk, 2019; Sulestry & Baharuddin, 2019). Activity This Fosters stronger interpersonal connections amongst students, improving the learning environment and fostering inclusivity.

### 3.2 application of icebreakers in education

To introduce icebreakers and teach students public speaking, use games and songs. The technique was singing "Here is a Friend, There is an Enemy" and special gestures. This technique involves urging students to sing while playing (Lample, 2017; Morris, 2013). The songs that the kids sing are ones that they are accustomed to hearing. This song is an adaptation of "happy here, happy there" where the words "happy" have been changed to "friend" and "enemy" and where the line "lalalalalalalala..." has been changed to "hands waving, hips swaying, hips twirled around, feet stomped" before movement. The game becomes more engaging when each student turns around and complies with the teacher's instructions towards the song's conclusion. To start the game, the teacher asks the class to form a circle with her in the centre and the other teachers forming a line behind her. This prevents students from feeling uncomfortable around other students or the teacher because the teacher participates in the game in Figure 1.

Following therapy, as shown in Figure 1, the teacher goes over the game's regulations and asks one of the students to serve as the game's guide. The song ends with group formation using the teacher's provided code after students and teachers sing and perform distinctive gestures. For instance, because rickshaws have three wheels, "rickshaw" students must create groups of 3–3. Figure 2 depicts the establishment of groups as a result of teacher instructions.

Figure 2(A) shows the establishment of groups or games due to documentation from video content posted to social media, specifically TikTok. It was found that many individuals reacted to the video recording of the ice breaking. This is evident from how many people have watched and liked the video. The video has received over 2.8k views and dozens of likes in only a few hours. Views are still hovering around 200, as shown in Figure 2. Figure 3 shows that within a few hours, the video was FYP and received several likes on TikTok.

Figure 2(B) is findings, which indicate that the video has had more than 2,000 views and demonstrates icebreakers' popularity in mathematics instruction. Students become enthusiastic and perplexed as a result, establishing the incorrect groupings. Some can't since their left and right have already established groups of three people, while pals who are on the border of the other circle and have not yet formed groups run independently and do so. In the upcoming meeting, groups can be formed using this icebreaker. Despite its tendency to be serious, learning mathematics may be enjoyable. Breaking the ice can also boost students' excitement and motivation and help them feel more at ease about wanting to learn mathematics. Do not believe the myth that math is terrifying. In addition, students' uneasy feelings toward the teacher may lessen, which may help them feel less apprehensive about learning.

The teacher picked ice-breaking, which is not only associated with games but also serves as a joke or intermezzo. In addition, singing or body motions between presentations are preferred because they are appropriate for the circumstance. Another point is that making the task less unpleasant can boost students' self-confidence in their ability to study. Students will communicate more effectively when they are confident in themselves. Your performance will appear better in the eyes of others the more self-assured you are in front of a large audience.

Students enter debate or discussion sessions using this performance. The ability of students to communicate and talk in front of an audience is exhibited. Your confidence will keep growing as a result of public speaking. For the advancement of your future career, this is undoubtedly very helpful. This has been demonstrated. Students are coura-
The names of the students who won prizes for their hard work in studying are shown in Figure 3. Before this, the student had not shown any interest in learning mathematics, as was known by peers, homeroom instructors, and even subject teachers. These students frequently doze off, talk to themselves, and fail to take class notes. Different things, nevertheless, were discovered in this study. Students behave in ways that differ by 180 degrees. The students actively engaged in the learning process by asking questions and engaging in activities to communicate with the teacher when encountering problems.

The study’s findings demonstrate that icebreakers have a beneficial effect on enhancing high school students’ learning processes. Students who participated in icebreaker activities demonstrated increased social interaction, higher learning motivation, and engagement, which resulted in more active learning. In addition, students said that after participating in the ice-breaking activity, the classroom environment was more upbeat, and the learning environment was more pleasurable.

When students are obnoxious, lack excitement, etc., ice-breaking exercises greatly aid teachers in the continuous educational process. Both advantages and disadvantages of breaking through ice exist. For instance, ice-breaking encourages students who are being noisy in class to control their behaviour. Lackluster students pay attention to the lesson. For the return of the Spirit students, the teacher asked the class to an icebreaker. Implementation strategy icebreakers can be used to foster a supportive learning environment and boost student engagement. To optimize students’ learning capacity, it is advised that teachers regularly incorporate icebreakers into their lesson plans.

In corporate organizations, as well as for students of all age groups (Laila et al, 2023; Zheng, 2022), breaking the ice is a part of creative thinking (Majeed, 2022), strategic thinking (Theocharis, 2019), positive thinking (Chen, 2021), problem-solving, and learning tactics (Lopez, 2019; Naro, 2021). The soft skills developed in the classroom through icebreakers include teamwork, interpersonal skills, and communication (Duffy-Anderson, 2019), which encompasses written, verbal, and nonverbal skills (Li, 2021; Lunardo, 2021). In addition to strengthening relationships between students and teachers, ice-breaker activities can facilitate a more seamless transition for new students into the classroom setting (Kan, 2020).

It takes planning to use ice-breaking effectively. The following is the ice-breaking strategy: 1) Goal and execution: Before starting an icebreaker activity, teachers and students need to be clear on two things: what they hope to accomplish and how they plan to do it (Griffiths, 2021; Ye, 2022). 2) Group size: Teachers must also base their activity selection on the size of their classes (Wang, 2021; Zemlyak, 2022). The students can interact with a series of guided questions if several teachers and students are present. Teachers can ask students to be able to talk about minor topics they have mastered and express them in public by asking them to talk to each other and by setting up small groups with fewer students. Students can maintain self-control, and teachers can do icebreakers better (Lan, 2022). 3) Appropriateness: Teachers and students should decide which ice-breakers to use depending on the student.

The icebreaker that will be used in class is another factor teachers consider when trying to grab students’ attention. The instructor must ensure that the icebreaker selected relates to the icebreaker’s intended Goal. This is crucial because not all icebreakers work to get the desired results. Taking into account the issues above and the reasons, the Goal of this study is to examine the efficacy of ice-breaking exercises in enhancing students’ speaking abilities and to ascertain how students themselves view the efficacy of such exercises. Speaking in public is a component of language proficiency. A continuous communication process in which speakers and listeners exchange messages and symbols continuously (Liu, 2019; Pan, 2022). Public speaking ability is a skill that can be learned, is more often known as (public speaking), and is used to communicate with other people, groups, and society. It can be a natural talent or the result of practice and training.

This paper proves that icebreaker techniques used in interviews successfully engage students in Spirit Study. Through interviews, which are used to break the ice, students can connect and exchange experiences. Students are more motivated to study due to feeling more connected to the course material. Study This work is crucial for the training of educators and practitioners in creating ways that motivate students to study and boost their interest in doing so. To build good first interactions in the classroom and foster a more inclusive and fulfilling learning environment for the students, implementing ice-breaking utilizing the interview approach can be an intriguing alternative.
4. CONCLUSION

Icebreakers can be a useful alternative teaching strategy to pique students’ interest in studying in high school. Students participating in icebreaker exercises tend to be more motivated and engaged in their studies. Aside from that, icebreakers can enhance student engagement and create interpersonal bonds in the classroom. As a result, educators might think about ice-cracking as a useful teaching strategy to increase students’ interest in learning.

References


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