

The Impact of Ice Breaking Techniques (Brain Gym and Yel-Yel) on Lowering Learning Boredom

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ABSTRACT

Everyday, boring learning leads to a number of issues, one of which is that pupils become bored while they are studying. The brain's fatigue is the root cause of learning dullness. The brain is the organ that controls all bodily functions, including motivation, emotion, thought, and physical coordination. The purpose of this study is to compare the effects of yelling and brain exercise as icebreakers on learning dullness. This study used a two-group pretest-posttest design methodology using a pre-experimental design kind of research. Seventy pupils made up the population of this study. Random sampling is used in the sample determination procedure. Observation sheets were used to gather data, and the Mann-Whitney U test was used for bivariate analysis with the assistance.

Keywords: brain gym, ice breaking, saturation, yel-yel

BACKGROUND

The goal of education is to make people's lives as social beings better. As a result, according to Law Number 20 of 2003 regulating the National Education System, every human being has rights and obligations with regard to education. Through official educational institutions and schools, one can get education. Schools are considered to be instructional and learning spaces.

According to Anwar (2017), learning is the process of gaining knowledge through the processing of already-existing material in order to make it usable for students as learning resources and to influence their behavior in order to improve the effectiveness and efficiency of the learning process. One of the issues that arises from daily, boring learning is that students become bored when learning takes place.

Research on learning boredom conducted by Desi Ekayanti (2019) found that the results of an analysis of the category of learning boredom levels of students in elementary school and SDIT were classified as moderate. The results of research data at Taman Muda Ibu Pawiyatan Elementary School show that there are 3 students (25%) classified as high, 6 students (50%) classified as medium and 3 students (25%) classified as low. Meanwhile, the results of research data at SDIT Salsabila 3 Banguntapan showed that there were 13 students (19%) classified as high, 43 students (63%) classified as medium, and 12 students (18%) classified as low.

The findings of observations made at SDIT Al Haramain Nganjuk about the saturation level of ten fourth and fifth grade students showed that five students (or 50% of the sample) were in the high category, two students (20%) were in the medium category, and three students (30%) were in the low category during the learning process. One of the biggest causes of student boredom is repetitive and constant learning exercises. Because of this, it's essential to

have activities or tasks completed in order to lessen the degree of boredom that pupils encounter.

The problem of student boredom must be addressed immediately so that the learning and teaching process is enjoyable and runs as expected (Sutopo, 2018). One way to overcome boredom and restore concentration is by doing ice breaking, which is one way to overcome boredom. Ice breaking is a way to break a cold, frozen and stiff atmosphere into a warm, thawed and relaxed one. So that the ice that will be a factor preventing the teaching and learning process from continuing can be resolved (Baharuddin Fitriyah, 2014).

Ice breaking can break the ice which will be a factor preventing the teaching and learning process from taking place. Ice breaking can be done to create a conducive, effective and enjoyable learning atmosphere during learning. According to Sulistiawan (2013) ice breakers are a transition from a boring, sleepy and tense situation to a cheerful and enjoyable one.

Ice breaking can be done in various ways, including by doing brain gym and shouting. The movements in brain gym can access both hemispheres of the brain simultaneously, the brain hemispheres will be switched on again and will be in an integrated state. The application of brain exercises in the learning process can be done at all levels of education, does not require expensive costs, and is easy to do (Adelina, 2015). Ice breaking type of shouts are sentences or words that are deliberately made according to the agreement between the teacher and the students to raise enthusiasm or make the students concentrate again when the teacher is teaching. This type of ice breaking is in the category that is easy to do.

Carrying out ice breaking with Brian Gym and the chants that will be carried out is expected to reduce the level of boredom that students will experience during learning. Based on the description above, the researcher is interested in carrying out a research proposal with the title "The influence of ice breaking (brain gym and chants) on reducing boredom during learning." Aims to analyze the differences in the influence of ice breaking with brain gym and yelling on reducing boredom during learning.

METHODS

This study used a two-group pretest-posttest design methodology using a pre-experimental design kind of research. There were 70 students enrolled at SDIT Al Haramain Nganjuk when this study was carried out. Random sampling is used in the sample determination procedure. The degree of ennui is the dependent variable in this study, whereas brain gym and yells are the independent variables. Observation sheets were used to collect data, and SPSS was used for bivariate analysis using the Mann-Whitney U test.

RESULTS

Table 1. Research Results

Respondent Characteristics	Frequency	Percentage
1. Gender		
Man	14	46,7%
Women	16	53,3%
2. Class		
Class IV	15	50%
Class V	15	50%
Variable Characteristics	Frequency	Percentage
1. Pre-Test Brain Gym		
Low	2	13,3%
Currently	8	53,3%
Tall	5	33,3%
2. Pre Test Yel-Yel		

Low	2	13,3%
Currently	8	53,3%
Tall	5	33,3%
3. Post Test <i>Brain Gym</i>		
Low	9	60%
Currently	6	40%
4. Post Test Yel-Yel		
Low	3	20%
Currently	12	80%

Based on the table above, it is known that the respondents were divided into two classes, namely 15 class IV students and 15 class V students. Most of the respondents were female, namely 16 students (53%).

Based on the table above, it is known that the majority of respondents before the ice breaking with Brain Gym had a moderate level of boredom, namely 8 students (53.3%). Most of the respondents before the ice breaking with chants were carried out had a moderate level of boredom as many as 8 students (53.3%). Most of the respondents after the ice breaking with Brain Gym had a low level of boredom, namely 9 students (60%). Most of the respondents after the ice breaking with chants had a moderate level of boredom, namely 12 students (80%).

Statistical Test Results

Table 2. Effect Statistical Test Results

	Post Brain Gym - Pre Brain Gym	Post Yel-Yel - Pre Yel-Yel
Z	-3,207 ^a	-2,449 ^a
Asymp. Sig. (2-tailed)	,001	,014

From the influence measurement table it is known that the sig. in the brain gym it is $0.001 < 0.05$, meaning that there is an influence of the brain gym on reducing the level of boredom. While the sig value. on shouts of $0.014 < 0.05$, meaning that there is an effect of shouts on reducing the level of boredom during learning. Of the two types of ice breaking, the sig value. in brain gym it is closer to 0.000, meaning brain gym is more dominant in reducing the level of boredom during learning.

Table 3. Mann-Whitney U Statistical Test Results

Test Statistics ^b	
	Post
Mann-Whitney U	67,500
Wilcoxon W	187,500
Z	-2,198
Asymp. Sig. (2-tailed)	,028
Exact Sig. [2*(1-tailed Sig.)]	,061 ^a

a. Not corrected for ties.

b. Grouping Variable: Group

Based on the table above, the Asymp value is known. Sig. (2-tailed) $0.028 < 0.05$, so H1 is accepted, meaning there is a difference in the influence of ice breaking (brain gym and chants) on reducing boredom during learning.

DISCUSSION

Saturation Level During Learning (Brain Gym and Yel-Yel) Prior to Ice Breaking

The majority of respondents had some degree of boredom prior to the ice breaking with the brain gym, according to research done at SDIT Al Haramain Nganjuk on 15 respondents, 15 of whom received an ice breaking intervention using the brain gym, and 15 of whom received an ice breaking intervention using chants. conversely, 8 students (53.3%) were present. Additionally, 8 students (53.3%) were the majority of responders who expressed a moderate level of ennuui prior to the chants that broke the ice.

Burnout, also known as physical depletion, is a condition of extreme physical, emotional, and mental tiredness marked by feelings of hopelessness and helplessness, dry feelings, negative attitudes and self-concept, and a sense of failing to meet one's ideal goals.

Slivar in Sutopo Bangun (2018) claims that school demands, which place pressure on students to perform well, lead to student boredom. Other factors that contribute to this feeling of boredom include a lack of room for students to move around, which limits their level of creativity, a lack of recognition for their efforts, and a lack of interpersonal relationships between students and teachers as well as between students. Due to the lack of communication, the high expectations parents have for their children, the students' fear of failing, and other factors, problems arising from one of the pupils are challenging to resolve.

This research is in line with research conducted by Desi Ekayanti (2019), which found that the results of the analysis of the category of student learning saturation level in elementary school and SDIT were classified as moderate. The results of research data at Taman Muda Ibu Pawiyatan Elementary School show that there are 3 students (25%) classified as high, 6 students (50%) classified as medium and 3 students (25%) classified as low. Meanwhile, the results of research data at SDIT Salsabila 3 Banguntapan showed that there were 13 students (19%) classified as high, 43 students (63%) classified as medium, and 12 students (18%) classified as low.

According to researchers' assumptions, boredom that occurs in students is caused by learning activities that are carried out continuously and monotonously. For this reason, it is necessary to have activities or activities carried out to reduce the level of boredom experienced by students. The problem of student boredom must be addressed immediately so that the learning and teaching process is enjoyable and runs as expected. One way to overcome boredom and restore concentration is by doing ice breaking.

Saturation Level During Learning (Brain Gym and Yel-Yel) Following Ice Breaking

Based on the results of research conducted at SDIT Al Haramain Nganjuk, conducted twice on 15 respondents with 15 respondents receiving ice breaking intervention using the brain gym and 15 respondents with ice breaking using chants, the results obtained for most respondents after ice breaking with brain The gym has a low saturation level of 9 students (60%).

Based on the cross tabulation results, it is known that of the 8 students who had a moderate level of boredom before the intervention, most of them had a low level of boredom after ice breaking with the brain gym, as many as 6 students (75%).

Brain gym type ice breaking (brain gym) is a series of exercises based on simple body movements. According to brain exercise expert from the United States Educational Kinesiology Institute, Paul E. Denisson, "although simple, Brain Gym is able to facilitate learning activities and make adjustments to the tensions, challenges and demands of daily life." (Yanuarita, 2013).

This is in line with research conducted by Triadi Surya (2019) regarding "The Effectiveness of Brain Gym in Reducing Burnout Levels in Students in Islamic Cultural History and Aqidah Akhlak Lessons at MTS Yapi Sleman Yogyakarta". The results of the research show

that the brain gym is able to reduce the level of student boredom in the learning process in the subjects History of Islamic Culture and Aqidah Akhlak at MTs YAPI Sleman.

According to researchers' assumptions, apart from students not getting bored, students also concentrate more and help increase motivation. Some brain gym movements can help the effectiveness of learning so as to increase concentration and understanding, help improve concentration, increase concentration and focus, and help increase motivation. Ice breaking with brain gym has a good impact on students' brain development. This happens because the brain gym movements carried out have very varied movements and require high concentration, thereby increasing students' focus. Brain gym which students often do will make their brains more active because it is often used to concentrate highly and focus on an activity.

The results of the research showed that the majority of respondents after the ice breaking with chants had a moderate level of boredom, as many as 12 students (80%). Based on the afternoon tabulation, it is known that of the 5 students who had a high level of boredom before the intervention, all of them had a low level of boredom after the ice breaking was carried out with shouts of 5 students (100%).

Ice breaking type of shouts are sentences or words that are deliberately made according to the agreement between the teacher and the students to raise enthusiasm or make the students concentrate again when the teacher is teaching. This type of ice breaking is usually used at the beginning of learning, to see students' mental readiness when starting a lesson. This type of ice breaking is included in the category that is easy to do (Yuniarti, 2013).

This research is supported by Azzah Hafizah (2020) who concluded that student learning boredom is changing. Initially there were 18 students in the medium category to 27 students with a percentage of (90%) and 13 students in the high category became 3 students with a percentage of (10%). Thus, ice breaking can overcome boredom in student learning.

According to researchers' assumptions, ice breaking with chants can increase student enthusiasm so that students feel more enthusiastic and do not feel bored during learning. By doing ice breaking with chants, time feels faster, creates a pleasant impact, and makes the atmosphere more unified and unified so that the boredom experienced can be overcome. Yelling with various variations can improve students' thinking power and concentration for the better. Yelling can be done with greetings that are answered in turn, chants with notes and lyrics that build enthusiasm and in the form of commands to do something that can create an enthusiastic atmosphere.

Differences in the Effects of Ice Breaking Brain Gym and Ice Breaking Yel-Yel on the Level of Saturation During Student Learning at SDIT Al Haramain Nganjuk.

Based on the results of data analysis using Mann-Whitney U, Asymp results were obtained. Sig. (2-tailed) $0.028 < 0.05$, so H_1 is accepted, meaning there is a difference in the influence of ice breaking (brain gym and chants) on reducing boredom during learning.

Ice breaking is an activity intended to build motivation and a very dynamic learning atmosphere, full of enthusiasm and enthusiasm which functions to break the ice and to generate learning motivation so as to create a pleasant learning condition (Pratiwi, 2013).

According to Rudiana (2012) brain gym is useful for training the brain, and is also very practical because it can be done anytime, anywhere, and by anyone. The brain exercise in this research is intended for students and can be done at the beginning of learning activities, when children experience boredom or boredom in carrying out learning activities, it can also be done during learning breaks to reorient the brain so that it is in an alpha wave condition, which is this wave. the brain is ready to receive information again.

For ice breaking, chants are words that generate enthusiasm or motivation, with a firm, loud, but meaningful intonation. Yelling can move body parts while saying motivational words (Hilmawan, 2018).

From the results of statistical tests of influence, it is known that the sig. in the brain gym it is $0.001 < 0.05$, meaning that there is an influence of the brain gym on reducing the level of boredom. While the sig value. on shouts of $0.014 < 0.05$, meaning that there is an influence of shouts with a decrease in the level of boredom during learning. From the negative rank results between pre and post implementation of Brain Gym, the value is 11 and ties 4, meaning there is 11 decreases in the level of learning boredom and 4 others remain the same. Meanwhile, the pre-post negative rank value for the implementation of the chants was 6 and the tie value was 9, meaning that there were 6 students who experienced a decline and 9 others remained the same. From the table above, it can be concluded that between brain gym and shouts, brain gym is more dominant in reducing the level of student learning boredom.

Based on the cross tabulation results, it is known that of the 8 students who have level moderate saturation before the intervention mostly had a low level of saturation after ice breaking with brain gym as many as 6 students (75%). Meanwhile, of the 5 students who had a high level of boredom before the intervention, all of them had a low level of boredom after the ice breaking was carried out with shouts of 5 students (100%). From the research results, it is known that the brain gym is more dominant in reducing the level of boredom during learning because the movements in the brain gym are able to increase students' focus and concentration so that students are more enthusiastic and not bored during learning.

According to brain exercise expert from the United States Educational Kinesiology Institute, Paul E. Denisson, "although simple, Brain Gym is able to facilitate learning activities and make adjustments to the tensions, challenges and demands of daily life (Yanuarita, 2013).

This is in line with research conducted by Triadi Surya (2019) on "The Effectiveness of Brain Gym in Reducing Burnout Levels in Students in Islamic Cultural History and Aqidah Akhlak Lessons at MTS Yapi Sleman Yogyakarta. The results of the research show that the brain gym is able to reduce the level of student boredom in the learning process in the subjects History of Islamic Culture and Aqidah Akhlak at MTs YAPI Sleman.

According to researchers' assumptions, the application of brain gym and chants in learning is very useful for creating a more enjoyable learning atmosphere, reducing student tensions in the learning process, helping students to utilize all natural learning potential through body movements and touches, improving children's skills. in learning to read, write, think and self-awareness. The use of ice breaking with brain gym is more dominant in reducing the level of boredom in students compared to shouting. This can be seen from the students' very good response to the application of brain gym in every lesson. Students looked very enthusiastic in carrying out these activities, and were enthusiastic about participating in learning activities again.

Since the motions used in ice breaking with the brain gym are so varied and simple to understand, students are more excited to participate in ice breaking activities with the brain gym, which has a greater impact on reducing student boredom. In addition to decreasing boredom, ice breaking with the brain gym can improve cognitive function since the exercises demand intense focus and concentration, which develops the brain through activities that can be utilized to train students' mental faculties.

CONCLUSION

Based on research conducted at Gambiran Regional Hospital, this research can be concluded as follows:

1. Based on the research results, it is known that the majority of respondents before the ice breaking with Brain Gym had a moderate level of boredom, namely 8 students (53.3%). And the majority of respondents before the ice breaking with chants had a moderate level of boredom, namely 8 students (53.3%).

2. Based on the research results, it was found that the majority of respondents after ice breaking with Brain Gym had a low level of boredom, as many as 9 students (60%). And the majority of respondents after the ice breaking with chants had a moderate level of boredom, namely 12 students (80%).
3. Based on the results of data analysis using Mann-Whitney U, Asymp results were obtained. Sig. (2-tailed) $0.028 < 0.05$, so H1 is accepted, meaning there is a difference in the influence of ice breaking (brain gym and chants) on reducing boredom during learning.

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