THE INFLUENCE OF TEACHER COMMUNICATION STYLE, REWARD GIVING, AND ICE BREAKING IMPLEMENTATION ON ECONOMICS LEARNING MOTIVATION OF STUDENTS AT SMA N 1 BALAPULANG

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Abstract

This study looks into how students' willingness to learn economics is affected by the way teachers communicate, the rewards they offer, and the way they use icebreakers. The apparent lack of involvement and excitement among students during economics classes at SMA N 1 Balapulang is what inspired this study. The goal of the study is to determine which instructional techniques, particularly in disciplines that are frequently viewed as less appealing, can best stimulate students' interest and drive. Data for this quantitative correlational study was gathered from a sample of 40 students in class XI at SMA N 1 Balapulang using a questionnaire-based survey method. Using proportionate stratified random sampling, the sample was chosen. To investigate the effects of the three independent factors (ice-breaking, reward provision, and teacher communication style) on the dependent variable (learning motivation), data were analyzed using multiple linear regression. The results show that icebreakers, reward systems, and instructor communication styles all significantly increase students' willingness to learn economics. Furthermore, when examined concurrently, the three factors work together to raise students' motivation for studying. This shows that students' excitement for learning may be significantly increased by a teacher's good communication, regular incentive systems, and interesting classroom activities like icebreakers.The study's scope is restricted to a single school and topic area, which limits how broadly the results can be applied. Subjective bias may also be introduced by depending too much on self-reported data. For deeper insights, future studies should examine larger contexts and incorporate qualitative observations.

Keywords: teacher communication style, reward, ice breaking, student motivation, economics education

1 INTRODUCTION

A contemporary civilization that can use science and technology must be built on a foundation of education. In this regard, educators have a big role to play in imparting and advancing information via the learning process. Schools are places of learning where kids can hone their skills, abilities, and talents in a variety of subjects (Sawir et al., 2023).

In order to increase students' passion for the learning process, motivation is the deliberate desire to engage in learning activities and develop directed behavior (Siljannah et al., 2019). An important determinant of the effectiveness of the educational process in schools is learning motivation. Students' internal drive, known as motivation, is what starts, maintains, and contributes to the learning process, allowing learning goals to be met (Nastiti et al., n.d.). The difficulty for teachers in secondary education is to establish an interesting learning environment and encourage students to actively participate, especially in economics, a topic that many students find boring. As a result, choosing efficient teaching techniques is essential to encouraging students' interest in and involvement in the classroom.

The teacher's communication style—that is, how they interact, communicate, and establish a rapport with students both orally and nonverbally—is a significant factor in determining how motivated students are to study. Boredom, misunderstandings, and a decline in enthusiasm in learning can result from ineffective communication. The act of transmitting concepts or information from one person to another via a particular route or medium is known as communication (Yusuf, 2023). Particularly in the realm of education, communication is crucial for learning since interactions between teachers and students can enhance the educational process and foster a positive environment (Darmawati et al., 2022). Student involvement may be aided or hindered by a teacher's communication style, which indicates intentionality, attentiveness, and normative judgment. Students must be inspired to fully participate and reach their full potential by effective communication during the learning process (Wazis, 2022). Active communication between teachers and students throughout the teaching and learning process is crucial to achieving a successful teaching system (Darmawan et al., 2021). Any interaction

that results in a mutually agreeable understanding, attitude, or emotion between the parties—including the use of words, facial expressions, nods, hand gestures, body postures, and eye movements—is considered communication (Fristianingroem, 2023).

Additionally, rewarding students is a tried-and-true way to boost their enthusiasm to learn. Students are motivated to put out their best effort during the teaching and learning process when they get rewards (Oktapiani et al., 2019). According to Thorndike's behaviorism hypothesis, if students get good outcomes or responses—like praise, prizes, or recognition—they are more likely to repeat their positive behavior (Rosyid, Rahmah, & Rofiqi, 2019).

However, it is also thought that using icebreakers as part of classroom dynamics makes the learning environment more pleasurable. Icebreakers are used to ease tension, spark excitement, and bring pupils back to the subject matter (Sunarto, 2020). This method makes it easier for students to collaborate, increases their enthusiasm for learning, and makes the course content more engaging and less dull (Muharrir Syahruddin et al., 2022). The utilization of imaginative and enjoyable learning activities to appeal to different student intellect types is also supported by Gardner's Theory of Multiple Intelligences.

Initial investigations at SMA N 1 Balapulang revealed the problem of poor motivation to learn economics. A number of students showed signs of disinterest in economics classes by doing other tasks during class, showing up late, and not paying attention to the teacher's explanations. According to interviews, students' lack of prizes, icebreakers in the classroom, and repetitive instructor communication all contributed to their boredom and lack of motivation. This led academics to investigate the potential effects of these three characteristics on students' motivation to study.

This study is to examine the effects of icebreakers, reward systems, and teacher communication styles on grade XI students' motivation to learn economics at SMA N 1 Balapulang. The theoretical introduction and literature review come first in this article, which then moves on to the study methodology, findings, and discussion before coming to a close with suggestions and conclusions. It is anticipated that the results of this study will help create more engaging and successful teaching methods and be used as a guide by educators to raise the standard of secondary school economics instruction.

2 METHODOLOGY

Descriptive statistics were used in this quantitative analysis. The objective was to ascertain whether there is a link and the degree to which icebreakers, incentive systems, and teacher communication style affect students' enthusiasm to learn economics. The study was carried out by measuring and monitoring the correlations between variables as they occur in the field, rather than by changing the variables.

A survey with multiple linear regression analysis was the design employed. Researchers were able to investigate the impact of many independent variables (icebreakers, reward provision, and teacher communication style) on a single dependent variable (student learning motivation) thanks to this approach. The survey was carried out during the even semester of the 2024–2025 school year, spanning one month.

The 66 grade XI students from SMA Negeri 1 Balapulang, divided into two classes (XI-8 and XI-9) made up the study's population. A total of 40 students were selected as samples using the sampling approach, which employed proportional stratified random selection. The number of samples was determined using the Slovin formula (margin of error 10%). 21 pupils from grade XI-8 and 19 from grade XI-9 make up the details.

Three methods were used to get the data:

1. Observation: carried out to watch instructional activities and interactions between teachers and students.
2. Documentation: carried out to gather information on learning motivation and the use of icebreakers and incentives.
3. Questionnaire: This study's primary tool was a questionnaire with 60 items on a Likert scale (1-5). The instrument was created using indicators for every variable, and SPSS version 26 was used to verify its validity and reliability.

Both descriptive and inferential statistics were used to analyze the data. Cronbach's Alpha and the Pearson Product Moment test were employed in SPSS to assess the instrument's validity and reliability. Additionally, basic linear regression and multiple linear regression tests were employed to ascertain the

impact of each independent variable on the dependent variable.A paper should contain the description of your study and should be structured in different sections such as: Abstract, Introduction, Methodology, Results, Conclusions, Acknowledgements (if applicable) and References. Please note that title and authors list should be coincident with the accepted abstract.

3 RESULTS

The purpose of this study is to ascertain how the use of icebreakers, incentive systems, and teacher communication styles affects the desire of students to learn economics in grade XI classes at SMA N 1 Balapulang. Multiple linear regression and descriptive statistics were used to analyze the data. The following subsections include the results:

3.1 Descriptive Statistic

Each variable's average, minimum, maximum, and standard deviation values are ascertained by descriptive analysis.

Table 1. *Descriptive Statistics Results*

Variabel	N	Minimum	Maksimum	Average	Standard Deviation
Teacher's communication style (X_1)	40	60	75	67,73	4,42
Reward (X_2)	40	61	75	68,70	3,86
Ice breaking (X_3)	40	61	75	67,65	3,84
Learning motivation (Y)	40	63	75	69,50	3,42

These results show that in general, the four variables are in the high category with an average value above 65.

3.2 The Influence of Teacher Communication Style on Motivation to Learn Economics

The following table displays the findings of the examination of the relationship between the factors of learning motivation and teacher communication style in the economics course:

Table 2. *Results of Simple Regression Analysis of Teacher Communication Style on Learning Motivation*

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	33.850	8.951		3.782	.001
	gaya komunikasi guru	.550	.167	.470	3.285	.002
a. Dependent Variable: motivasi belajar						

The following regression equation was derived from the findings of a basic linear regression analysis:

$$33.850 + 0.550X = Y$$

Accordingly, the projected student learning motivation score (Y) is 33.850 if the teacher's communication style has no effect (X = 0). Assuming all other factors remain same, the regression coefficient of 0.550 means that for every unit increase in teacher communication style, student learning motivation will rise by 0.550 units.

Additionally, the teacher communication style variable's significant value (p-value) is 0.002, below the significance level of 0.05. Thus, it can be said that a teacher's communication style significantly influences students' willingness to study.

3.3 The Influence of Giving Rewards on Motivation to Learn Economics

The results of the analysis between the variable of giving rewards and learning motivation in economics subjects can be seen in the following table:

Table 3. *Results of Simple Regression Analysis of Reward Giving on Learning Motivation*

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	51.412	7.283		7.059	.000
	Pemberian *reward*	.232	.143	.254	1.622	.113

a. Dependent Variable: motivasi belajar

According to the regression equation Y = 51.412 + 0.232X, student learning motivation will rise by 0.232 units for every unit increase in the reward variable. The p-value of 0.113, however, is higher than the 0.05 level of significance, according to the findings of the significance test. Therefore, the impact of rewards on students' incentive to study is not statistically significant.

This indicates that while the effect is in a good direction, the supply of rewards alone is insufficient to have a substantial impact on learning motivation. This implies that additional elements, such the way teachers communicate and the use of icebreakers, also have a significant impact on how motivated students are to study.

3.4 The Influence of Ice Breaking on Motivation to Learn Economics

The results of the analysis between the variables of applying ice breaking to learning motivation in economics subjects can be seen in the following table:

Table 4. *Results of Simple Regression Analysis of Reward Giving on Learning Motivation*

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	33.797	8.157		4.143	.000
	penerapan *ice breaking*	*ice*.512	.142	.506	3.613	.001

The following regression equation was derived from the findings of a basic linear regression analysis:

$$Y = 0.512X + 33.797$$

This indicates that student learning motivation is projected to be 33.797 if icebreaking is performed at zero (not implemented). Assuming all other factors stay the same, the regression coefficient of 0.512 shows that for every unit increase in icebreaking implementation, student learning motivation will rise by 0.512 units.

With a significance value of 0.001 (less than 0.05), icebreaking has a somewhat meaningful impact on learning motivation. Additionally, a rather strong and positive association between the two variables is shown by the correlation coefficient (R) of 0.506. According to the R-squared value of 0.256, icebreaking implementation accounts for 25.6% of the variation in student learning motivation, with factors outside of this model accounting for the other 74.4%.

3.5 Multiple Regression Analysis

To ascertain the degree to which teacher communication style (X_1), incentive provision (X_2), and ice breaking implementation (X_3) partially and concurrently influenced student learning motivation (Y), multiple linear regression analysis was used. The following outcomes were attained after data processing using SPSS version 26:

Table 5. *Multiple Regression Analysis Results*

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	**B**	**Std. Error**	**Beta**	**t**	**Sig.**
(Constant)	24.540	9.392		2.613	.013
Teacher communication style	.511	.243	.437	2.104	.042
Giving *Reward*	-.208	.180	-.228	-1.156	.255
Ice Breaking Implementation	.382	.162	.377	2.353	.024

According to the multiple linear regression analysis's findings, the three independent variables—teacher communication style, reward supply, and icebreaker implementation—all had a positive simultaneous impact on students' willingness to study, as indicated by the R value of 0.582. These three factors collectively account for 33.8% of the variation in student learning motivation, according to the R Square value of 0.338. Other factors not included in this study model account for the remaining 66.2%.

All three independent factors had a substantial impact on student learning motivation at the same time, according to the ANOVA table's F value of 6.134 at a significance level of 0.002 < 0.05.

Additionally, the following regression equation was derived using the regression coefficient test results:

$$Y = 24{,}540 + 0{,}511X_1 – 0{,}208X_2 + 0{,}382X_3$$

With a regression coefficient of 0.511 and a significance value of 0.042 <0.05, teacher communication style (X_1) significantly and favorably affects learning motivation. This implies that students are more motivated to study when their teachers communicate well. With a significance value of 0.255 >0.05 and a coefficient of -0.208, rewards (X_2) had a negative effect. This indicates that incentives have a little impact on students' drive to study. With a coefficient of 0.382 and a significance value of 0.024 <0.05, the use of icebreakers (X_3) has a favorable and noteworthy impact. This suggests that students are more motivated to study when icebreakers are used in a regular and suitable manner.

4 CONCLUSIONS

The study's findings demonstrated that icebreakers, incentive systems, and instructor communication style all had a major impact on students' enthusiasm to learn in economics classes. The learning motivation of eleventh-grade students at SMA N 1 Balapulang was positively impacted by these three factors, both partially and concurrently.

4.1 The Influence of Teacher Communication Style on Learning Motivation

This study confirms earlier research by Unik Ambarwati (2022) and Indah Suryaningrum (2021), which discovered that teacher communication style had a major impact on student motivation and learning results. Students feel appreciated, cared for, and more interested in studying when teachers communicate effectively. Examples of this include providing clear information, paying attention to the needs of the students, and providing insightful answers. According to this study, educators who effectively use effective communication foster a supportive learning environment, foster constructive relationships, and inspire students to take an active role in their education.

Lasswell's communication theory, which highlights the significance of message content, channels, and communication effects, is also supported by this study. Students are more likely to accept and comprehend the learning when teachers provide the subject in a way that fits their personality.

4.2 The Influence of Giving Rewards on Learning Motivation

A regression coefficient value of 0.232 indicates that there is a positive correlation between the supply of rewards and student learning motivation, according to the findings of a basic linear regression study. This implies that the more effectively a teacher implements a reward system, the more probable it is to boost students' enthusiasm to study. This is consistent with the behaviorism theory of B.F. Skinner and Edward Thorndike, which holds that incentives are one form of positive consequence that may encourage student behavior. In order to get praise or recognition, rewards offer a stimulus that motivates pupils to repeat successful learning actions.

Statistical studies, however, show that the impact of incentives on learning motivation is not significant at the 0.05 level, as indicated by the significance value ($p = 0.113$). To put it another way, incentives don't always have a significant and independent impact on raising students' motivation to study.

This result is in contrast to a number of other research, including those by Rini Bayhaqqi (2022) and Irham Muamar (2020), which discovered that incentives greatly boost learning motivation. This discrepancy in outcomes is probably caused by a number of things, including the award's form not matching the student's traits, irregular reward frequency, or the students' belief that rewards have no purpose.

4.3 The Influence of Ice Breaking Implementation on Learning Motivation

Additionally, it has been demonstrated that icebreakers significantly increase students' enthusiasm to study. These findings are consistent with Muharrir's (2022) study and Gardner's Multiple Intelligences hypothesis, which highlights the value of an enjoyable and adaptable learning environment catered to the psychological requirements of students. It has been demonstrated that icebreakers increase focus, decrease boredom, and increase students' excitement for learning.

This study shown that icebreakers like clapping, light games, and songs may help lighten the mood, enhance the social bonds between students and professors, and get students to pay more attention to economics content that they may have previously found dull.

4.4 The Influence of Teacher Communication Style, Giving Rewards, and Implementing Ice Breaking on Learning Motivation

Student motivation for learning was highly impacted by all three independent factors. It has been demonstrated that icebreakers and the communication style of teachers greatly contribute to the favorable results. This is consistent with a number of other studies that highlight the value of teacher-student interpersonal interactions (Indah Suryaningrum, 2021) and entertaining icebreakers (Muharrir, 2022) in fostering a positive learning environment and inspiring pupils.

It's interesting to note, though, that offering prizes had a negligible and adverse impact. This result runs counter to earlier studies' findings that incentives can boost motivation for learning (Rosyid, Rahmah, & Rofiqi, 2019). A mismatch between the rewards offered and the requirements of the students, improper reward structures, or students' views of rewards as manipulative might all be contributing factors to this disparity.

Overall, these results show that while offering prizes does not have a major impact on learning motivation, effective teacher communication and engaging learning activities, such icebreakers, are more important factors.

The purpose of this study was to investigate the effects of icebreaker implementation, incentive supply, and instructor communication style on students' motivation to learn economics. According to the regression analysis's findings, student learning motivation was significantly impacted by all three factors at the same time. Only the teacher's communication style and the use of icebreakers, however, partially shown a noteworthy and advantageous impact. In the meanwhile, there was no discernible impact from offering rewards.

According to these results, icebreakers and efficient teacher communication create a pleasant learning atmosphere, which increases learning motivation more effectively than giving out prizes. As a result, it is advised that teaching methods that prioritize communication, empathy, and a range of educational activities be used in classrooms.

It is recommended that teachers adopt a more transparent, interactive, and compassionate approach in order to enhance the quality of their interactions with pupils. Additionally, using icebreakers at the start or midpoint of classes might be a regular tactic to keep students interested and focused. Rewards can still be employed, but in order to keep them from becoming merely formality, their frequency and form must be changed.

It is advised that other aspects including the home environment, intrinsic motivation, or technology-based learning strategies be included in future studies. To discover more about how students see teacher communication and engaging learning activities, qualitative or mixed-method techniques might be employed.

ACKNOWLEDGEMENTS

The authors would like to express sincere gratitude to Universitas Pancasakti Tegal for the academic guidance and facilities provided during this research. Special thanks are extended to the principal, teachers, and students of SMA N 1 Balapulang for their invaluable participation and cooperation throughout the study. The authors also appreciate the constructive feedback from colleagues and reviewers, which greatly improved the quality of this paper. Finally, heartfelt thanks to family and friends for their unwavering moral support and encouragement.Optional statement to thank other contributors, assistance, or financial support.

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