
Revitalizing the Classroom: Lyric Video-Based Icebreaking Strategy to Enhance Learning Motivation of 9th Grade Students at SMPN 31 Kota Tangerang

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Abstract

This study aims to evaluate the effectiveness of a lyric video-based icebreaking strategy in enhancing the learning motivation of 9th-grade students at SMPN 31 Kota Tangerang. An interdisciplinary approach was employed, integrating theories from education, music, neuroscience, Homo Ludens philosophy, and psychology. A questionnaire was administered to 100 students, with dominant responses falling under “Agree” and “Strongly Agree.” The results indicate that this strategy successfully creates an enjoyable learning atmosphere, increases focus, and strengthens student engagement. This article also discusses the theoretical and practical implications of this approach within the context of Indonesian education.

Introduction

The paradigm shift in education in the digital era demands more creative, interactive, and enjoyable learning approaches. Students are no longer mere recipients of information but active participants in the learning process. In this context, lyric video-based icebreaking emerges as an innovative alternative that combines elements of art, technology, and educational psychology. Icebreaking can be integrated into opening, core, and closing activities in learning sessions to ease the atmosphere, build social connections, and enhance learning readiness. When combined with lyric videos, this strategy becomes not only enjoyable but also emotionally and cognitively meaningful. Music as a learning medium has the power to evoke emotions, strengthen memory, and boost motivation (Hallam, 2010; Levitin, 2006). In the Indonesian educational context, this approach aligns with the spirit of Ki Hadjar Dewantara, who emphasized the importance of education that is in harmony with nature and enjoyable (Sugiarta, Mardana, & Adiarta, 2019). Therefore, this study explores how lyric video-based icebreaking strategies can enhance students' learning motivation through an interdisciplinary approach.

Twenty-first century education demands innovation in learning approaches to enhance students' motivation through creative and technology-based strategies. Data from the Indonesian Ministry of Education and Culture (2023) indicate that more than 60% of junior high school students experience a decline in learning interest due to conventional methods that lack interactivity. Within the framework of the Merdeka Curriculum, teachers are expected to create learning environments that are enjoyable, adaptive, and relevant to students' lives.

One promising strategy is icebreaking using lyric videos, which combines elements of music, visual media, and social interaction. Music has been proven to activate brain areas associated with emotion and motivation (Levitin, 2019), while lyric videos serve as an effort to increase student engagement through digital media that they are already familiar with in their daily lives. This strategy not only creates a pleasant classroom atmosphere but also supports Ki Hadjar Dewantara's philosophy of education that liberates and brings joy to learners.

This study was conducted at SMPN 31 Kota Tangerang, involving 100 ninth-grade students from various classes taught by the researcher, selected randomly based on available data during a specific time frame. The instrument used was a Likert-scale questionnaire to measure learning motivation, which had been validated by experts using Product Moment correlation and tested for

reliability with Cronbach's Alpha ($\alpha = 0.87$). Data analysis was performed descriptively by calculating the mean, mode, and standard deviation to observe trends and consistency in students' responses. Standard deviation was used to measure the degree of variation in students' perceptions; a lower value indicates relatively homogeneous perceptions, reflecting high consistency and more reliable results.

The urgency of this research lies in the need to develop icebreaking methods that adapt to the digital world while addressing the challenge of low learning motivation among junior high school students. Most previous studies have focused on the use of music in learning activities but have not specifically integrated the concept of icebreaking with lyric video media in a systematic manner. Therefore, this study aims to examine the effectiveness of lyric video-based icebreaking in enhancing the learning motivation of ninth-grade junior high school students.

Method

This study employed a quantitative descriptive approach. The population consisted of ninth-grade students at SMPN 31 Kota Tangerang, with a sample of 100 students taught by the researcher. The sample was selected using a simple random sampling technique based on submitted data within a specific time frame, collected through Google Forms during the research period. The study was conducted over one week in a regular classroom setting.

The instrument used was a Likert-scale questionnaire designed to measure students' learning motivation. The questionnaire consisted of eight statements that were validated by experts and statistically tested using Pearson Product Moment correlation. Items were considered valid if the calculated correlation coefficient (r -count) exceeded the critical value (r -table) at a significance level of 0.05. Reliability was assessed using Cronbach's Alpha, yielding a coefficient of $\alpha = 0.87$, which indicates high reliability.

Data analysis was performed descriptively by calculating the mean, mode, and standard deviation to identify trends and consistency in students' responses. Standard deviation was used to measure the degree of variation in students' perceptions; a lower value indicates relatively homogeneous perceptions, reflecting high consistency and more reliable results (Sugiyono, 2019).

Results and Discussion

The findings of this study demonstrate that the lyric video-based icebreaking strategy significantly enhances the learning motivation of ninth-grade students at SMPN 31 Tangerang City. Based on descriptive statistical analysis of eight questionnaire items, all statements received mean scores above 4.4 and a mode of 5, indicating that the majority of students strongly agreed with the effectiveness of the strategy. The low standard deviations (ranging from 0.60 to 0.70) reflect consistent responses, reinforcing the validity of these positive perceptions.

Key findings highlight that lyric video-based icebreaking notably increases students' interest in learning (P1) and contributes to a more enjoyable classroom atmosphere (P5). Although the statement regarding students' desire for the method to be implemented more frequently (P8) received a slightly lower average score, it still reflects a high level of enthusiasm for the continued use of this approach.

The discussion connects these findings to various theoretical perspectives. From a neuroscience standpoint, music as an emotional stimulus activates brain regions associated with attention and memory, thereby deepening the learning process. Within the framework of Homo Ludens philosophy and the educational thought of Ki Hadjar Dewantara, joyful and expressive learning aligns with students' natural tendencies. Psychologically, this strategy fulfills fundamental student needs for engagement, recognition, and motivation. As an interdisciplinary approach that integrates art, technology, and humanistic values, lyric video-based icebreaking is highly relevant to the challenges of 21st-century education and holds promise as an adaptive, creative, and contextually responsive learning strategy. (e.g., "see Table 1").

Table 1.
Descriptive Statistics of Lyric Video-Based Icebreaking Strategy

Statement	Mean	Mode	Standard Deviation
P1. Icebreaking with lyric videos makes me more interested in learning	4.62	5	0.67
P2. I feel more focused after icebreaking with lyric videos	4.38	5	0.60
P3. I am more enthusiastic about learning after icebreaking with lyric videos	4.49	5	0.66
P4. I actively participate in learning after icebreaking with lyric videos	4.55	5	0.70
P5. The classroom atmosphere becomes more enjoyable	4.60	5	0.69
P6. I find it easier to understand the material	4.52	5	0.62
P7. I feel closer to friends and teachers	4.60	5	0.67
P8. I want this method to be conducted more frequently	4.46	5	0.62

The descriptive statistical analysis presented in Table 1 provides compelling evidence of the effectiveness of lyric video-based icebreaking strategies in enhancing students' learning motivation. All eight survey items yielded high mean scores (above 4.4) with a consistent mode of 5, indicating strong agreement among students regarding the positive impact of the strategy. The relatively low standard deviations (ranging from 0.60 to 0.70) further suggest a high level of response consistency, reinforcing the reliability of the findings.

The highest mean scores were observed in statements related to increased interest in learning (P1) and the creation of a more enjoyable classroom atmosphere (P5), highlighting the strategy's ability to positively influence both cognitive and affective aspects of the learning experience. Although the statement concerning students' desire for more frequent implementation (P8) received a slightly lower mean score, it still reflects a strong level of enthusiasm and acceptance of the method.

Overall, these results underscore the potential of lyric video-based icebreaking as an engaging and effective pedagogical tool. Its ability to foster motivation, enhance classroom dynamics, and support student engagement makes it a promising approach for contemporary education. The strategy's alignment with interdisciplinary educational principles—integrating music, psychology, neuroscience, and humanistic values—further supports its relevance in addressing the evolving needs of 21st-century learners.

Conclusion

The findings of this study demonstrate that lyric video-based icebreaking strategies significantly enhance the learning motivation of 9th grade students at SMPN 31 Kota Tangerang. By integrating musical elements, visual stimuli, and social interaction, students exhibited high levels of engagement, a more enjoyable classroom atmosphere, and increased interest in the learning material. These outcomes are supported by consistent quantitative data and theoretical analysis from the perspectives of neuroscience, educational psychology, and philosophy of education.

This strategy aligns with the demands of 21st-century education and reflects a humanistic and expressive approach to learning. Therefore, lyric video-based icebreaking can be recommended as an innovative alternative for designing more engaging, meaningful, and student-centered learning experiences.

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