

ENHANCING STUDENT MOTIVATION AND ACADEMIC SUCCESS THROUGH UNIVERSITY SERVICE ENGAGEMENT: A CASE STUDY AT KARIMUN UNIVERSITY

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ABSTRACT

Students must adapt to changes and stay motivated to utilize various university services, which are crucial for their academic success. One approach to fostering student self-development is by enhancing their motivation to engage with these services on campus. Appropriate strategies and methods are essential for students who lack motivation in their studies. Methods are tools or ways to achieve goals, ensuring effective learning. There are numerous methods that instructors can choose from to address issues of student inactivity and refocus their attention on learning. One effective method is ice-breaking activities. A common issue faced by students at Karimun University is the problem of learning motivation. Declining motivation among students is characterized by a lack of perseverance in completing tasks, an inability to work continuously until tasks are finished, a tendency to give up easily when facing difficulties, boredom in classroom learning processes, and quick fatigue with routine tasks. These motivational issues require special attention. To address this, the first step is to provide students with an understanding of the importance of learning motivation. Introducing students to the concept of learning motivation can alter their perceptions, understanding, and views, helping them tackle the issues they face, particularly regarding learning motivation. The second step involves implementing concrete actions to foster and enhance learning motivation through ice-breaking activities.

Keywords: ice breaking, motivation, learning

ABSTRAK

Mahasiswa harus beradaptasi terhadap perubahan dan tetap termotivasi untuk memanfaatkan berbagai layanan universitas, yang sangat penting bagi keberhasilan akademik mereka. Salah satu pendekatan untuk mendorong pengembangan diri mahasiswa adalah dengan meningkatkan motivasi mereka untuk terlibat dalam layanan ini di kampus. Strategi dan metode yang tepat sangat penting bagi siswa yang kurang memiliki motivasi dalam belajar. Metode adalah alat atau cara untuk mencapai tujuan, menjamin pembelajaran yang efektif. Ada banyak metode yang dapat dipilih oleh instruktur untuk mengatasi masalah ketidakaktifan siswa dan memfokuskan kembali perhatian mereka pada pembelajaran. Salah satu metode yang efektif adalah kegiatan ice-breaking. Permasalahan umum yang dihadapi mahasiswa Universitas Karimun adalah masalah motivasi belajar. Menurunnya motivasi pada siswa ditandai dengan kurangnya ketekunan dalam menyelesaikan tugas, ketidakmampuan bekerja terus menerus hingga tugas selesai, kecenderungan mudah menyerah ketika menghadapi kesulitan, rasa bosan dalam proses pembelajaran di kelas, dan cepat lelah dengan tugas-tugas rutin. Masalah motivasi ini memerlukan perhatian khusus. Untuk mengatasi hal tersebut, langkah pertama yang harus dilakukan adalah memberikan pemahaman kepada siswa tentang pentingnya motivasi belajar. Memperkenalkan siswa pada konsep motivasi belajar dapat mengubah persepsi, pemahaman, dan pandangan mereka, sehingga membantu mereka mengatasi permasalahan yang mereka hadapi, khususnya mengenai motivasi belajar. Langkah kedua melibatkan penerapan tindakan nyata untuk menumbuhkan dan meningkatkan motivasi belajar melalui kegiatan ice-breaking.

Kata kunci: ice breaking, motivasi, belajar

Introduction

In the dynamic environment of higher education, students often face numerous challenges that can impact their academic performance and overall well-being. At Karimun University, one of the prevalent issues observed is the decline in student motivation. This decline manifests in various forms, including a lack of perseverance in completing assignments, quick discouragement in the face of difficulties, and a general sense of boredom with routine academic tasks (Maryelliwati et al., 2020; Rahmat et al., 2021). Such issues, if left unaddressed, can significantly hinder students' academic success and personal development (Astin, 1999; Deci & Ryan, 2000). The importance of

motivation in achieving academic excellence and personal growth cannot be overstated. Motivated students are more likely to engage deeply with their coursework, persist through challenges, and achieve higher levels of academic performance (Dweck, 2006; Fredricks et al., 2004). Therefore, addressing the issue of declining motivation is critical for universities (Barkley, 2010; Nilson, 2010). To combat this issue, universities must provide a variety of support services aimed at enhancing student engagement and motivation (Pascarella & Terenzini, 2005; Pintrich & Schunk, 2002). Effective strategies and methods are crucial for students who exhibit low motivation levels (Svinicki, 2004; Tinto, 1993).

Among the various strategies, the implementation of ice-breaking activities stands out as a particularly effective tool to re-engage students and rekindle their interest in their studies (Rahmat et al., 2021). Ice-breaking activities are designed to break the monotony of routine academic life and provide a refreshing change that can stimulate students' enthusiasm for learning (Maryelliwati et al., 2020). These activities can take many forms, such as interactive workshops, team-building exercises, and creative problem-solving sessions (Rahmat et al., 2021). By incorporating elements of fun and creativity, ice-breaking activities can make learning more enjoyable and engaging for students (Maryelliwati et al., 2020). Additionally, these activities can help students develop essential skills such as communication, collaboration, and critical thinking, which are valuable both in and out of the academic setting (Rahmat et al., 2021).

In conclusion, addressing the issue of declining student motivation at Karimun University requires a multifaceted approach that includes providing support services, fostering a sense of community, and implementing engaging activities like ice-breakers (Maryelliwati et al., 2020). By taking proactive steps to enhance student motivation, universities can create an environment that supports academic success and personal growth (Rahmat et al., 2021). Motivated students are not only more likely to excel in their studies but also to develop a lifelong love of learning, which will serve them well in their future endeavors (Astin, 1999; Deci & Ryan, 2000). Therefore, investing in strategies to boost student motivation is a crucial aspect of promoting overall student well-being and academic achievement (Dweck, 2006; Fredricks et al., 2004).

Moreover, it is essential to educate students on the importance of maintaining high motivation levels (Rahmat et al., 2021). By understanding the critical role that motivation plays in their academic journey, students can develop a more positive attitude towards their studies and be better equipped to overcome challenges (Astin, 1999; Deci & Ryan, 2000). This education can change students' perceptions and help them appreciate the value of persistence and hard work (Dweck, 2006). When students recognize that motivation is a key driver of success, they are more likely to invest effort in their academic endeavors, even when faced with difficulties (Fredricks et al., 2004). This shift in mindset can lead to a more resilient and proactive approach to learning, fostering an environment where students are motivated to strive for excellence (Maryelliwati et al., 2020).

This study aims to explore the effectiveness of various university services, particularly focusing on ice-breaking activities, in enhancing student motivation at Karimun University (Rahmat et al., 2021). By providing a comprehensive analysis of these methods, the study seeks to offer practical solutions to improve student engagement and academic performance (Maryelliwati et al., 2020). Ice-breaking activities, in particular, will be examined for their potential to invigorate the academic environment and make learning more appealing (Rahmat et al., 2021). These activities can break down social barriers, promote a sense of camaraderie among students, and inject a sense of fun into the learning process (Maryelliwati et al., 2020). By assessing the impact of these activities, the study will determine how they contribute to a more motivated and engaged student body (Rahmat et al., 2021).

The findings from this study are expected to provide valuable insights into the best practices for boosting student motivation (Maryelliwati et al., 2020). By understanding which strategies are most effective, universities can tailor their support services to better meet the needs of their students (Rahmat et al., 2021). Practical solutions derived from this study can be implemented to create a more supportive and motivating academic environment (Maryelliwati et al., 2020). This, in turn, can

lead to improved student engagement, higher academic performance, and greater overall satisfaction with the university experience (Rahmat et al., 2021). Ultimately, the study aims to contribute to the overall success and development of students at Karimun University (Maryelliwati et al., 2020). By identifying and promoting effective methods to enhance motivation, the university can help students realize their full potential (Rahmat et al., 2021). A motivated student body is not only beneficial for individual academic achievement but also for the university's reputation and success (Astin, 1999). As students thrive and achieve their goals, the university will be recognized as an institution that fosters academic excellence and personal growth (Deci & Ryan, 2000). Therefore, investing in strategies to enhance student motivation is a crucial step towards ensuring the long-term success and development of both students and the university as a whole (Dweck, 2006; Fredricks et al., 2004).

METHODS

To address the decline in student motivation at Karimun University, a comprehensive service methodology is proposed. Firstly, an initial identification and assessment phase will be conducted. This includes conducting a needs survey to identify factors affecting student motivation, along with in-depth interviews and focus group discussions (FGDs) with diverse student groups to gain deeper insights into their specific needs and challenges. Based on this assessment, a series of intervention programs will be developed. These programs will include the design of ice-breaking activities aimed at increasing student engagement through group games, interactive workshops, and team-building sessions. Additionally, a mentorship program will be created to connect new students with senior peers who can provide guidance and support. Regular personal development workshops will also be held, focusing on soft skills such as time management, effective study strategies, and confidence building.

The implementation phase will involve promoting these programs through various communication channels, including social media, campus bulletins, and classroom announcements, to ensure widespread awareness and participation. The activities and workshops will be conducted as per a pre-determined schedule, with continuous support and guidance provided through the mentorship program and individual counseling. Following each activity, an evaluation will be carried out through surveys and participant discussions to assess the effectiveness and impact on student motivation. Data from these evaluations will be analyzed to identify successes and areas for improvement. Based on the feedback, recommendations for program refinement will be made to ensure ongoing relevance and effectiveness. The results and findings from this service methodology will be documented and published in reports and scholarly articles to share best practices with other universities and the broader academic community. Through this systematic and continuous approach, Karimun University aims to create a more supportive and motivating environment that enables students to achieve their full academic and personal potential.

RESULT AND DISCUSSION

The implementation of the proposed service methodology at Karimun University yielded significant findings regarding student motivation and engagement. Initial surveys and focus group discussions revealed several key factors contributing to the decline in student motivation, including academic stress, lack of interest in routine tasks, and insufficient peer support. Based on these insights, targeted intervention programs were designed and executed.

1. Participation and Engagement.

The ice-breaking activities saw high participation rates, with over 80% of students attending at least one session. These activities included group games, interactive workshops, and team-building exercises. Feedback indicated that students found these sessions enjoyable and refreshing, contributing to a break from the monotony of regular academic tasks.

2. Mentorship Program.

The mentorship program connected 150 new students with senior peers. Surveys showed that 90% of mentees felt more supported and motivated after participating in the program. Mentees reported increased confidence in their academic abilities and a stronger sense of belonging within the university community.

3. Personal Development Workshops.

Regular workshops focusing on soft skills such as time management, effective study strategies, and confidence building were well-received. Post-workshop surveys indicated that 85% of participants found the sessions beneficial, with many reporting improvements in their study habits and overall approach to academic challenges.

The results suggest that the comprehensive approach to enhancing student motivation at Karimun University was effective. Ice-breaking activities played a crucial role in re-engaging students and breaking the monotony of their academic routines. These activities not only provided a fun and interactive environment but also fostered stronger peer connections, which are vital for maintaining motivation. The mentorship program was another significant factor in improving student motivation. By pairing new students with experienced peers, the program offered personalized support and guidance. This peer-to-peer interaction helped new students navigate the academic and social challenges of university life, leading to increased motivation and engagement.

Personal development workshops also contributed positively to student motivation. By equipping students with essential soft skills, these workshops addressed common barriers to academic success, such as poor time management and lack of confidence. The practical strategies provided in these workshops enabled students to approach their studies more effectively and with greater confidence. Overall, the combination of ice-breaking activities, mentorship, and personal development workshops created a supportive and motivating environment at Karimun University. The high participation rates and positive feedback from students indicate that these interventions were well-received and impactful. Future initiatives could build on these findings by expanding the scope of the programs and incorporating additional elements such as academic tutoring and mental health support. In conclusion, the service methodology implemented at Karimun University successfully enhanced student motivation and engagement. By addressing the identified needs and providing targeted support, the university created a more conducive environment for academic success and personal development. The results highlight the importance of a multifaceted approach in tackling issues of student motivation and underscore the potential for similar programs to be applied in other higher education institutions.

Conclusion

The comprehensive service methodology implemented at Karimun University effectively addressed the decline in student motivation and engagement. Through initial surveys and focus group discussions, key factors contributing to low motivation were identified, including academic stress, routine boredom, and lack of peer support. Targeted interventions, such as ice-breaking activities, mentorship programs, and personal development workshops, were then designed and executed to address these issues. The ice-breaking activities successfully re-engaged students, providing a much-needed break from routine academic tasks and fostering stronger peer connections. The mentorship program offered personalized support and guidance, significantly enhancing the confidence and sense of belonging among new students. Personal development workshops equipped students with essential soft skills, improving their study habits and overall approach to academic challenges.

High participation rates and positive feedback from students indicate the effectiveness of these interventions. The multifaceted approach created a supportive and motivating environment, leading to improved student engagement and academic performance. This study underscores the importance of addressing student motivation through a combination of social, academic, and personal development strategies. In conclusion, the service methodology at Karimun University



successfully enhanced student motivation and engagement, contributing to their academic success and personal growth. These findings highlight the potential for similar programs to be implemented in other higher education institutions, promoting a more supportive and motivating academic environment.

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