


The Influence of Ice Breaking Technique Concentration on Studying Indonesian Language Subjects for Class IV Students at Al Hadi Integrated Islamic Elementary School

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Abstract

The research objectives of this study are 1) To find out how high the learning concentration value is in the Indonesian Language subject of class IV of Al Hadi Integrated Islamic Elementary School in the 2024/2025 academic year, 2) To find out how high the use of ice breaking techniques can be implemented in class IV of Al Hadi Integrated Islamic Elementary School in the 2024/2025 academic year, 3) To find out how much influence the ice breaking technique has on the learning concentration of the Indonesian Language subject of class IV of Al Hadi Elementary School in the 2024/2025 academic year. The method used in this study is a quantitative method with a Descriptive Correlational Analysis approach. This withdrawal method uses a random sampling technique with a total of 44 students as respondents. Data collection techniques using questionnaires and documentation. The results of this study indicate that: 1) The concentration value of learning Indonesian is in the "sufficient" category with a percentage of 45% 2) The use of the Ice Breaking technique is in the "sufficient" category with a percentage of 70% 3) Based on the t calculation of -2.639 with a p-value (Sig.) of 0.012. Because the p value <0.05, these results indicate that the Ice Breaking variable has a significant effect on Learning Concentration at a significance level of 5%. This means that changes in Ice Breaking activities can statistically affect students' learning concentration levels.

Keywords: Ice Breaking Techniques, Concentration of Learning

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INTRODUCTION

The learning process is related to students' behavioral patterns in studying lesson material. Meanwhile, learning outcomes are related to changes in behavior obtained as an influence from the learning process. So that when the learning process can run well it will be followed by good learning outcomes too.

During the learning process, students often experience boredom in learning, only some students are enthusiastic and actively involved in learning, while others are not. Students also still chat a lot during learning, which causes a lack of student concentration on the subject, the teacher lacks variety in delivering the material, creating a tense, stiff, boring atmosphere and people tend to feel sleepy in class.

Based on the explanation above, it is hoped that teachers can create fun classroom learning and make learning enjoyable so that students can participate in learning well. So teachers may need ice breakers during learning that can be given to students when starting learning or in the middle of learning so that students don't get bored and sleepy when learning.

Ice breaking comes from two foreign language words, namely ice which means ice which is stiff, cold and hard, while breaker means breaker. Literally ice breaking is defined as 'breaking the ice'. *Ice breaking* is a simple, light and simple game or activity that works to change the atmosphere of freezing, stiffness, boredom or sleepiness in learning. (Tiyara and Amirudin, 2020:88).

Ice breaking It is needed to refresh the learning atmosphere, eliminate boredom in students and raise students' enthusiasm for learning, because at that time students experience boredom and feel bored with lessons so they need refreshment to restore their potential or ability to capture lessons well. (Hidayatullah, 2020:68). *Ice breaking* It also functions as a way to change a boring situation into one that makes people relaxed, enthusiastic and attentive to listen to what is being said by the speaker in front. (Heny Sulistiyani, 2022:231).

Many types *Ice Breaking* which can be developed during the learning process at school. All *Ice Breaking* existing ones can be developed in order to optimize the learning process in the classroom. According to Sunarto (2017:33) there are 6 types *ice breaking* namely first, this type of shouting is very effective in preparing students' psychological aspects to be ready to take part in lessons, especially in the early hours of learning. Second, the type of applause. The applause technique is a technique *ice breaking* the easiest, because it doesn't require preparation which takes a lot of time. Three Types of Songs Songs in learning were very popular in the learning process in ancient times. Fourth, the type of humor needed in learning does not require students to laugh out loud, but rather how to make the atmosphere fluid without any tension after several hours of serious attention to the lesson material. Fifth, Types of Games Games or games are types *ice breaker* what makes students most excited. Students will appear new and more enthusiastic when playing the game. The feeling of sleepiness disappears and the spontaneous attitude changes to an active one. Sixth Type of audio visual There are many types of audio visual that can be used as *ice breaking*. Usually short film clips that are funny, inspiring or motivate students to study harder.

Learning requires focusing attention (concentration). A person's inability to concentrate in learning is caused by distracted attention to an object. Learning concentration is the ability to focus attention to the lesson, the concentration of attention is focused on the content of the learning material and the process of obtaining it.

According to (Handayani, 2022:25) Learning concentration consists of two words, namely concentration and learning. The word concentration comes from English *concentrate* which means to concentrate and *concentration* which means concentration. Learning concentration is a process of focusing one's mind on changes in individual behavior as a result of one's own experience in interaction with the environment, that learning concentration has a big influence on learning activities and teachers are able to create this so that students train themselves to always concentrate during the learning process.

Students experience failure to concentrate due to unhealthy body conditions, fatigue and sleepiness, which can become a problem, they don't like the teacher, the learning material is uninteresting and boring. The importance of learning concentration for students really determines their learning achievement. This learning concentration can be seen from the students' focus when studying.

Concentration is not a talent someone is born with. But it must be created and planned and made into a learning habit. Because everyone basically has the same potential and

ability to concentrate on learning. Therefore, learning concentration must be built and trained. According to Aulia, (2021:15-16) there are several ways to build learning concentration, namely: 1) The learning environment must be conducive, namely a place or room that is neat, clean, free from strong odors and comfortable. 2) Learning readiness, namely the condition when you want to learn and are really fresh to learn. 3) Instill interest in learning and motivation to learn by developing imagination, thinking and active questioning. 4) Develop good learning methods. 5) Active learning. 6) It is necessary to provide time to refresh your mind when facing learning boredom.

Students who concentrate on learning can be observed from several behaviors during the teaching and learning process, namely: actively paying attention to all the material presented by the teacher, being able to respond and understanding the lesson material given, always being active by asking questions and giving opinions about the material being studied, answering respond well and correctly to every question asked, and be able to keep the class calm and not noisy when receiving lesson material. (Dores et al., 2019:58)

Based on the opinions above, it can be concluded that students who concentrate on the learning process will pay attention to the material presented by the teacher and be able to respond and understand the material being studied, students are always active in asking questions and giving opinions and always maintain class conditions so that there is no noise during the learning process. .

Based on previous research by Khalimatus Sa'diyah in his thesis entitled "The Effect of Using ICE Breaking on the Learning Concentration of Survey Study Students at SMK Negeri 7 Jakarta" by using high school children as the research population. Meanwhile, this research involved a population of elementary school children.

Based on the above, the researcher formulated the problem as follows: Firstly, how high is the learning concentration score in the Indonesian language subject for class IV at the Al Hadi Integrated Islamic Primary School for the 2024/2025 academic year. Second, to what extent can the use of ice breaking techniques be implemented in class IV of the Al Hadi Integrated Islamic Elementary School in the 2024/2025 academic year. Third, how big is the influence of the ice breaking technique on concentration in studying Indonesian language subjects for class IV at Al Hadi Elementary School for the 2024/2025 academic year.

METHOD

This research uses a quantitative approach. This research uses a correlational analytical descriptive method because this research is quantitative in nature. The descriptive analysis method is statistics used to analyze data by describing or illustrating the data that has been collected as it is without intending to make general conclusions or generalizations. (Sugiyono, 2013:147).

According to Sugiyono (2012: 78) Population is a generalized area consisting of objects/subjects that have certain qualities and characteristics, which are then determined by the researcher to be studied and then a conclusion is drawn. The population in this study was class IV students at SDIT Al Hadi for the 2024/2025 academic year, totaling 79 students divided into 3 classes.

According to Sugiyono (2012: 81) "A sample is part of the number and characteristics of a population that can represent the existing population so that conclusions from the sample can apply to the population." The sampling technique used in this research is *random sampling*. The method for taking this is by taking into account the proportion of students per class. The number of samples was determined using the Sugiyono formula, where the proportion used was above 50% but below 100% with an error percentage of 10%. So the sample taken in this research was 44 students. There are 2 data collection techniques used in research, namely: *First*, According to Sugiyono

(2017:142) a questionnaire is a data collection technique that is carried out by giving respondents a set of questions or written statements to answer. *Second*, Documentation is a medium for obtaining visualization images regarding student activities during the learning process. Documentation in the form of students' work results during the activity in the form of photographs of activities carried out during the lesson.

RESULT AND DISCUSSION

This research was conducted at the Al Hadi Integrated Islamic Elementary School which is located at the Al-Hadi Mosque Complex Km. 9, Jl. Raya Solo-Tawangmangu No.5, Kebakan, Sapen, Kec. Mojolaban, Sukoharjo Regency, Central Java 57554. In this study, the researcher gave a questionnaire to 44 students in class IV with 15 questions for variable X (*Ice breaking*) and 15 questions for variable Y (Learning Concentration). To assign value weights, researchers used a Likert scale. The Likert scale is a scale used to measure the attitudes, opinions and perceptions of a person or group of people with answers to questions, namely 4 for strongly agree, 3 for agree, 2 for disagree and 1 for strongly agree.

To find out the results of using the ice breaking technique, in this study the researcher prepared questions about the use of the technique *ice breaking* with a rating of 4 for strongly agree, 3 for agree, 2 for disagree, and 1 for strongly disagree. To find out the percentage of technique use *ice breaking* In learning Indonesian in class IV at Al-Hadi Integrated Islamic Elementary School, the researchers classified it into 3 categories, namely good, sufficient and poor using the results of the technique use questionnaire. *ice breaking*.

$$\text{Interval Class} = \frac{\text{highest score total} - \text{lowest score total}}{\text{number of classifications}}$$

$$\text{Interval Class} = \frac{58 - 43}{3} = 5$$

Table 1 Frequency Distribution of Variable

No	Interval Class	Frequency	Category	Presentation
1	43-48	8	Not enough	18%
2	49-53	31	Enough	70%
3	54-58	5	Good	12%
		44		100%

Based on the table above, it can be concluded that the use of ice breaking techniques in class IV SDIT Al Hadi is in the "sufficient" category. With proof that as many as 31 students can follow learning using the ice breaking technique with a percentage of 70%. To find out the value of students' learning concentration in this research, the researcher prepared questions about learning concentration which had been tested for validity with a rating of 4 for strongly agree, 3 for agree, 2 for disagree, and 1 for strongly disagree. To find out the percentage of learning concentration scores for Indonesian language learning in class IV of the Al-Hadi Integrated Islamic Elementary School, the researchers classified them into 3 categories, namely good, sufficient and poor using the results of the Learning Concentration questionnaire.

$$\text{Interval Class} = \frac{\text{highest score total} - \text{lowest score total}}{\text{number of classifications}}$$

$$\text{Interval class} = \frac{56 - 40}{3} = 5$$

Table 2 Frequency Distribution of Variable Y

No	Interval Class	Frequency	Category	Presentatio n
1	40-45	14	Not enough	32%
2	46-50	20	Enough	45%
3	51-55	10	Good	23%
		44		100%

Based on the table above, it can be concluded that the learning concentration score for the Indonesian language subject IV SDIT Al Hadi students is in the "sufficient" category. With proof that as many as 20 students can concentrate with a percentage of 45%.

In hypothesis testing, the probability value for a hypothesis test is ≤ 0.05 . If the probability value is ≤ 0.05 then H_0 is rejected and H_a is accepted, which means there is a significant influence. Hypothesis testing in this research uses a simple linear regression test, coefficient of determination test, and t test.

In processing the data, researchers used SPSS type 27 to make it easier to test hypotheses with the following results:

1. Simple Linear Regency Test

Table 3 Linear Regency Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.394 ^a	.155	.133	3.320

a. Predictors: (Constant), IceBreaking

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Say.
1	Regression	76.739	1	76.739	6.964	.012 ^b
	Residual	418.761	38	11.020		
	Total	495.500	39			

a. Dependent Variable: KonsentrasiBelajar

b. Predictors: (Constant), IceBreaking

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Say.
		B	Std. Error	Beta		
1	(Constant)	72.258	9.302		7.768	.000
	IceBreakin g	.480	.182	-.394	-2.639	.012

Based on the results of linear regression analysis, it was found that variable *Ice Breaking* has a negative influence on Learning Concentration. The regression equation formed is:

$$Y = 72,258 - 0,480X$$

This equation shows that each increase is 1 unit in the variable *Ice Breaking* will cause a decrease in the Learning Concentration value of 0.480 units, assuming other variables remain constant. The non-standardized coefficient (B) of -0.480 confirms the existence of a negative relationship, where the higher the IceBreaking level, the lower the Learning Concentration.

Additionally, standardized coefficients (Beta) for variables *Ice Breaking* is -0.394, which indicates that the impact *Ice Breaking* on Learning Concentration is classified as moderate in standardized units. The significance test of the coefficient shows that the t value is -2.639 and the p-value (Sig.) is 0.012. Because the p-value is smaller than 0.05, it can be concluded that the variable *Ice Breaking* has a significant effect on Learning Concentration.

Overall, these results indicate that activity *Ice Breaking* has a negative and significant impact on student learning concentration. Increasing intensity or involvement in IceBreaking activities can reduce focus or concentration on learning, so it needs to be managed well so as not to disrupt the learning process.

2. Coefficient of determination test

Table 4 K Test Results the efficient Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.394 ^a	.155	.133	3.320

a. Predictors: (Constant), IceBreaking

Based on results *Model Summary* From the regression analysis, the following information is obtained:

- a. R: The R value of 0.394 indicates that there is a moderate positive correlation between the variables Ice Breaking and Learning Concentration.
- b. R Square (R²): An R² value of 0.155 means that 15.5% of the variation in Learning Concentration can be explained by the variable *Ice Breaking* . Meanwhile, the remaining 84.5% is influenced by other factors outside this model.

Overall, this model shows that variables *Ice Breaking* has a significant but relatively small influence in explaining variations in Learning Concentration. Even though the relationship between the two variables is significant, there are still many other factors outside this variable that influence students' learning concentration.

3. Uji t

Table 5 t test results Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	72.258	9.302		7.768	.000
	IceBreakin	-.480	.182	-.394	-2.639	.012

a. Dependent Variable: Study Concentration

Based on the results of the t test, a t value of -2.639 was obtained with a p-value (Sig.) of 0.012. Because the p value <0.05, this result shows that the variable *Ice Breaking* has a significant effect on Learning Concentration at a significance level of 5%. This means that there is a change in activity *Ice Breaking* Statistically it can influence students' learning concentration levels.

A negative regression coefficient (-0.480) indicates that the relationship between the two variables is negative, meaning the higher the intensity *Ice Breaking*, the lower the level of Learning Concentration. In other words, increased activity *Ice Breaking* has the potential to reduce students' focus or attention in the learning process.

Based on the results of the research, conclusions can be drawn, namely: Firstly, the concentration value for learning Indonesian for class IV at Al-Hadi Integrated Islamic Elementary School for the 2024/2025 academic year is taken from the results of the questionnaire regarding learning concentration. It can be seen that the value of students'

learning concentration for learning Indonesian is in the category Enough. Through a questionnaire that was given to 44 students, the value of learning concentration which was assessed using the Linkert scale had 3 categories, namely 14 students in the insufficient category with a percentage of 32%, 20 students in the sufficient category with a percentage of 45%, and 10 students in the category good with a percentage of 23%.

Second, Use of Techniques *ice breaking* in Indonesian language learning in class IV of Integrated Islamic Elementary Schools taken from the results of a questionnaire regarding the use of techniques *ice breaking* it can be known that The use of the ice break technique in Indonesian language subjects is in the sufficient category. Through a questionnaire that was given to 44 students showing the use of ice breaking techniques which had been assessed using the Linkert scale, there were 3 categories, namely 8 students in the poor category with a percentage of 18%, 31 students in the sufficient category with a percentage of 70%, and 5 students in the category good with a percentage of 12%.

Third, the influence of the ice breaking technique on the learning concentration of Indonesian language subjects for class IV Al-Hadi Integrated Islamic Elementary School students in the 2024/2025 academic year. After data processing and hypothesis testing, it can be concluded that there is a significant influence between the use of the ice breaking technique on learning concentration in Indonesian language subjects in class IV of the Al-Hadi Integrated Islamic Elementary School in the 2024/2025 academic year with a t calculation of -2.639 with a p value -value (Sig.) is 0.012. Because the p value <0.05, this result shows that the variable *Ice Breaking* has a significant effect on Learning Concentration at a significance level of 5%. This means that there is a change in activity *Ice Breaking* Statistically it can influence students' learning concentration levels. From the results of the research that has been carried out it can be concluded that the technique *ice breaking* can influence student learning concentration, Engineering *ice breaking* can be used when learning is taking place but needs to be managed well so that the activity *ice breaking* does not interfere with learning.

CONCLUSION

From the results of the research that has been carried out, it can be concluded that the Indonesian Language learning concentration score for class IV Al-Hadi Integrated Islamic Elementary School students for the 2024/2025 academic year shows that the students' learning concentration is in the sufficient category, with a percentage of 32%. This data was obtained from the results of a questionnaire which describes the level of student concentration in learning Indonesian. The use of ice breaking techniques in learning Indonesian in class IV at the Al-Hadi Integrated Islamic Elementary School is also included in the sufficient category. Based on the results of the questionnaire, it is known that 70% of students consider the use of this technique to be helpful in learning Indonesian. Furthermore, the research results show that there is a significant influence between the use of ice breaking techniques on students' learning concentration in Indonesian language subjects in class IV of the Al-Hadi Integrated Islamic Elementary School in the 2024/2025 academic year. Based on statistical calculations, the t value obtained was -2.639 with a p-value (Sig.) of 0.012. Because the p value <0.05, it can be concluded that the use of the ice breaking technique has a significant effect on students' learning concentration in learning Indonesian.

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