



OPTIMIZING STUDENTS' CONCENTRATION THROUGH THE JOYFUL LEARNING APPROACH WITH ICE BREAKING TECHNIQUES IN MADRASAH IBTIDAIYAH

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Abstact

This research has the following objectives: 1) to know the application of the joyful learning approach with ice breaking techniques in optimizing students' learning concentration 2) to know the advantages of applying the joyful learning approach with ice breaking techniques. Using a qualitative approach and descriptive method, this research can be categorized as field research. Through observation, interviews and documentation, data was collected. Meanwhile, data analysis involved four crucial stages: Data Collection, Data Condensation, Data Presentation, and Data Verification/Conclusion with data validity using triangulation of data, techniques, and sources. This research found that: 1) The selection of ice breaking that is adjusted to the material and learning objectives is applied in between teaching and learning activities. Guess the picture, connect the song, and quiz are some types of ice breaking that teachers use in the middle of learning. 2) The application of ice breaking has several advantages, namely being able to increase students' focus and concentration, build intimacy and cooperation, and increase learning motivation, while reducing stress and anxiety.

Keywords: Ice Breaking, Joyful Learning, Learning Concentration

Abstrak

Penelitian ini memiliki tujuan: 1) mengetahui penerapan pendekatan joyful learning dengan teknik ice breaking dalam optimalisasi konsentrasi belajar peserta didik 2) untuk mengetahui kelebihan penerapan pendekatan joyful learning dengan teknik ice breaking. Menggunakan pendekatan kualitatif dan metode deskriptif, penelitian ini dapat dikategorikan sebagai penelitian lapangan (field research). Melalui observasi, wawancara, dan dokumentasi, data berhasil dikumpulkan. Sementara itu, analisis data melibatkan empat tahapan krusial: Pengumpulan Data, Kondensasi Data, Penyajian Data, dan Verifikasi Data/Kesimpulan dengan keabsahan data menggunakan triangulasi data, teknik, dan sumber. Penelitian ini menemukan bahwa: 1) Pemilihan ice breaking yang disesuaikan dengan materi dan tujuan pembelajaran diterapkan di sela-sela kegiatan belajar mengajar. Tebak gambar, sambung lagu, dan kuis adalah beberapa jenis ice breaking yang guru gunakan di tengah-tengah pembelajaran. 2) Penerapan ice breaking memiliki beberapa kelebihan, yaitu mampu meningkatkan fokus dan konsentrasi peserta didik, membangun keakraban dan kerja sama, serta meningkatkan motivasi belajar, sekaligus mengurangi stres dan kecemasan.

Kata Kunci: Ice Breaking, Joyful Learning, Konsentrasi Belajar

INTRODUCTION

Creativity in managing the classroom is one of the characteristics of a professional teacher. Therefore, in preparing and planning lessons, teachers must carefully adapt them, with the main considerations including learning objectives, the material to be delivered, and the individual characteristics of the students (Rohmah, 2017).

Optimal learning processes are not always achieved even when preparations have been made to the fullest extent possible. This can be caused by several specific factors, including limitations in the concentration span of students during learning activities. According to (Erviana, 2023) the limitations of the natural human attention span, which is generally around 20 minutes, pose a challenge in learning. Therefore, after this period of time, students tend to find it difficult to maintain their concentration when receiving material. Signs of boredom in the classroom can be observed through several student responses, including drowsiness, apathy, verbal or non-verbal distractions, and engaging in activities unrelated to learning.(Dasar & Harianja, 2022).

The learning process can be made more effective by applying various learning models. Various learning models are available. These include example-based and non-example-based approaches (such as Example and Non-Examples) as well as a variety of cooperative strategies. Counted Heads Together, Collaborative Scripts, Structured Counted Heads, Snowball Throwing, Talking Stick, Group Inquiry, Sharing and Pairing, Matchmaking, Puzzle, and Student Team Achievement Divisions (STAD) are examples of cooperative strategies that are applied. Demonstration, Course Review, Teacher and Explanation, and Articulation are examples of learning models that emphasize the presentation and review of material. Additionally, methods that encourage interaction and problem-solving—such as Ice Breaker, Role Playing, Discussion, Creating Mind Map, and Problem-Based Introduction (PBI)—can also be applied (I Wayan Kasni & Komang Elisa Ayumi Dewi, 2022).

Teachers play an important role as motivators and moderators to ensure the smooth and effective learning process. In order for the learning process to be effective, the full focus of students is crucial. Without focus, students are likely to be easily distracted during the learning process. Many variables play a role in influencing this phenomenon, one of which is the intelligence of the students, which has a significant impact. Incorporating ice breakers into the learning process is a way to re-energize students and help them focus on learning, thereby increasing their concentration and attention.

By refreshing the brain, ice breaking can effectively improve students' concentration

throughout the learning process. This is because ice breaking helps restore students' focus on the lesson, which ultimately boosts their enthusiasm and concentration in the learning process. Ice breaking should be applied during breaks in learning to create an engaging learning atmosphere and help students regain their concentration. Ice breaking makes the classroom atmosphere more relaxed and conducive, thereby strengthening the relationship between teachers and students throughout the learning process. Although not the only method, ice breaking is crucial in creating a conducive classroom atmosphere. This is because ice breaking effectively attracts students' attention and focus, which in turn increases their interest in learning in class. With ice breaking, teachers can more easily restore the concentration of students who are learning. Ice-breaking activities can indeed make the classroom conducive, eliminate boredom, and address disruptions. However, the success of their implementation depends heavily on the teacher's creativity, innovation, and adequate reference to ice-breaking activities.

Several other studies by Feby Puspitasari and Ismail Marzuki show relevance to this research. As this study shows, ice breaking has been proven to create a pleasant classroom atmosphere and significantly improve students' moods. This, in turn, enables them to maintain their focus on learning effectively. (Puspitasari dkk., 2023). Study by Vivi Eka Erviana. Through the use of ice breaking, this study revealed a significant increase in concentration among elementary school students during the learning process. (Erviana, 2023).

Related research was conducted by (Ilham dkk., 2024) which showed that using a prize quiz method to improve student concentration during lessons was effective, given that students did not need much time to focus their attention. This study aimed to identify how the joyful learning approach through ice-breaking techniques could optimize student concentration, while also understanding the benefits of applying this strategy in Madrasah Ibtidaiyah.

RESEARCH METHODOLOGY

Conducted on third-grade students at MI Aisyatul Wahidah Lamongan, this study is a field study with a qualitative approach and descriptive method. The data sources are classroom teachers, students, and the school principal. Data collection techniques through observation, interviews, and documentation. Meanwhile, data analysis using the Huberman and Saldana interactive model, the research data was analyzed in four main stages: collection, condensation,

presentation, and verification (drawing conclusions). The data itself was obtained through observation, documentation, and interviews. Data validity techniques used data triangulation, techniques, and sources. (Saleh, 2017).

RESULTS AND DISCUSSION

The results of interviews, observations, and documentation can be summarized as a lack of enjoyable learning at MI Aisyatul Wahidah Lamongan. The inability of students to concentrate leads to a noisy classroom atmosphere, boredom, and fatigue during learning, resulting in suboptimal understanding of the subject matter. Based on this, teachers manage the classroom creatively

The application of joyful learning strategies through ice breaking in optimizing student concentration

Focusing solely on the learning material while ignoring distractions is what is meant by concentration in learning. In order to focus on the learning material, it is important to concentrate on the subject being discussed and ignore all forms of external distractions. Concentration in learning, According Bili and Dewi (2019), means focusing attention and thoughts on the learning process and setting aside irrelevant distractions. It is very important to establish a strong focus on learning in the classroom so that students can take note of the knowledge and instructions they receive from the teacher. Determining the focus of learning takes into account psychomotor, emotional, and cognitive characteristics (Hawa dkk., 2023).

The results of interviews and data collected by researchers show that when the classroom atmosphere becomes uncontrollable, ice breaking is used to aid learning. This condition usually arises because students feel sleepy and bored with the learning material. According (Tri Wulandari & Adam Mudinillah, 2022) Internal and external factors are two types of factors that influence students' ability to focus on learning. The desire to retain information and motivation to learn are part of the internal factors that affect concentration.

Students usually get bored easily when learning begins, so teachers need to understand their various learning styles. Declining concentration levels often cause students to create noise in the classroom. Teachers' creativity is needed in this situation to design learning activities, for example by implementing joyful learning strategies such as ice breaking (Ashari dkk., 2023).

As a small activity in an event or educational setting, ice breaking is designed to allow

participants to get to know each other, interact, communicate effectively, and feel comfortable with the meeting environment. These activities generally vary, including humor, information delivery, enlightenment, or simple games designed to energize participants during the activity (Ilham dkk., 2024).

According to interviews with teachers at MI Aisyatul Wahidah Lamongan, it was found that ice breaking is an activity designed to train students' concentration during learning. Students become more active, enthusiastic about learning, and have improved concentration during the learning process, thanks to the enjoyable and cheerful learning environment created by this activity. The purpose of ice breaking in learning is to prevent students from getting bored and to make the learning environment more enjoyable, relaxed, and stress-free. (Maghfiroti dkk., 2023).

Various activities can be done during ice breaking sessions, one of which is learning through games. Teachers at MI Aisyatul Wahidah Lamongan. Through guessing games or quizzes with prizes, students can review and recall the material that has been taught. Through quizzes with prizes, teachers can increase motivation and focus on learning for students who are inspired by the rewards.



Gambar 1
Application of Ice Breaking (song continuation)
Source: Personal Documents

With songs and quizzes, ice breaking proved to be effective in changing the behavior of each student. Significant improvements were seen in the interview results, where ice breaking succeeded in improving students' attention and concentration in understanding the lesson material.

Icebreakers are effective when the type chosen is in line with the learning material and objectives (Hazrullah & Chasanah, 2024). Icebreakers can include quizzes, picture guessing games, and word games. With the unconscious stimulus provided by icebreakers, teachers will find it easier to deliver lesson material. As a result, students will better understand the topics discussed that day. In learning activities, it is not only important to understand how to organize and deliver material. Teachers must also master and apply classroom management strategies, such as implementing fun learning through icebreaker activities. (Chlup & Collins, 2010).

The students were very happy with the fun and engaging classroom atmosphere. This was evident from the statement of one of the third-grade students who enjoyed learning with icebreakers, such as quizzes, which made the students feel more challenged and enthusiastic about learning. This encouragement came from their desire to answer all the questions and get more rewards from the teacher.

Research by Erviana (2023) supports the finding that the use of ice-breaking techniques in elementary school education can improve students' focus during teaching and learning activities.

Advantages of implementing the joyful learning strategy through ice breaking

The study revealed that there was a significant variation in students' ability to focus on learning between teaching methods that combined ice breaking and those that did not. (Lestari dkk., 2023). The benefits of ice breaking in the learning process include (Puspitasari dkk., 2023): 1) Improving Students' Focus and Concentration: through physical movements or challenges that require concentration, ice-breaking activities can effectively help students regain their focus after losing concentration. 2) Encouraging Familiarity and Collaboration: through ice-breaking, interaction between students is facilitated, allowing them to develop familiarity, thereby creating a positive classroom environment where every student feels comfortable and valued. 3) Stimulating Student Motivation to Learn: a relaxed, fun, and engaging atmosphere can increase student motivation, making it easier for them to actively participate in the learning process. 4) Minimizing Stress and Anxiety: through humor or simple games, icebreakers can relieve tension and anxiety among students, especially when starting a lesson or facing an exam.



Gambar 2
Application of Ice Breaking with Quizzes
Source: Personal Documents

As a learning approach, ice breaking has proven to be successful in creating a fun and engaging learning atmosphere. A conducive classroom atmosphere makes the learning process smoother, so that students are better prepared to absorb the material presented. Therefore, educators must master various ice breaking techniques so that they can adapt them to the specific needs and conditions of each class. The appropriate application of ice breaking can create a positive, active, and enthusiastic learning atmosphere in the classroom (Puspita, 2023). This condition will increase the full concentration of students, which ultimately optimizes the achievement of learning objectives.

CONCLUSION

This study found that: 1) Ice breakers tailored to the learning material and objectives were implemented during teaching and learning activities. Guess the picture, sing along to a song, and quizzes are some of the ice-breaking activities teachers use during lessons. 2) The use of ice-breaking activities has several advantages, including enhancing students' focus and concentration, fostering camaraderie and cooperation, increasing learning motivation, and reducing stress and anxiety. For future research, it is recommended to expand the sample with diverse backgrounds, conduct longitudinal studies, combine quantitative approaches, and explore the effectiveness of various types of ice-breakers based on student characteristics to gain a more comprehensive understanding of their optimization in learning. These findings affirm the pedagogical value of ice-breakers while opening up opportunities for further in-depth research.

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