The use of ice breaking to improve students' concentration in social sciences subjects in gifth grade elementary schools

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A B S T R A C T

Learning is an important activity carried out by everyone. One of the supporting factors for successful learning is concentration. Having good learning concentration will help students understand and master the material being taught. However, conditions in the field show that students' learning concentration is lacking. This research aims to increase learning concentration by using ice-breaking. This research uses a mixed method research. The design used is sequential explanatory. The data analysis used is quantitative and qualitative. The subjects of this research were 25 grade V elementary school students. Data collection techniques in this research used observation, questionnaires, interviews, and tests. The results of this research show that there is an increase in students' learning concentration after using ice-breaking as seen from the result of the N-Gain Test, which measures the increase in concentration using ice-breaking, showing that the average is 45.4 which indicates a moderate increase in concentration. Keywords: Learning Concentration, Ice Breaking, Social Studies, Elementary School.

A R T I C L E   I N F O

1. INTRODUCTION

Learning is an activity carried out by every person from birth to the end of his life. According to Gagne, learning is a change that occurs in human abilities that is not only caused by the growth process but involves continuous learning (Hanafy, 2014). Learning occurs when a stimulus situation together with the contents of memory affects a person and changes a person's behavior so that his actions change from the time before and after he experiences the situation.

In learning, there are supporting factors for successful learning, one of which is concentration, so concentration is needed in the learning process. According to Aprilia,

Suranata, and Dharsana, learning concentration is a behavior that leads to efforts to focus attention or thoughts and understand each subject matter (Anisatu Itsar et al., 2023). Santrock also argues that learning concentration is an ability to focus attention which is closely related to memory (Ilahi et al., 2022). It can be concluded that learning concentration is a concentration of thought on a subject by setting aside all other things unrelated to the subject.

This concentration in learning is certainly very important for students to have. Having good concentration in learning will help students understand and master the material being taught. The following are indicators of concentration in learning according to Slameto (Setyani & Ismah, 2018):

a. There is acceptance of the material being taught
b. Responding to the material being taught
c. There are appropriate body movements according to the teacher's instructions
d. Able to apply the knowledge gained
e. Able to analyze the knowledge gained
f. Able to express ideas or opinions
g. Readiness of the knowledge gained immediately appears when needed
h. Interested in the material being taught
i. Not bored with the learning process

Based on the results of observations conducted by previous researchers, students appear to lack concentration in learning Social Sciences (IPS) subjects, which also has an impact on understanding concepts that are less than satisfactory. This is also in line with expert findings, conditions in the field regarding learning concentration in Social Sciences (IPS) subjects are still quite low, such as the findings of Malawi and Tristiar in their research entitled "The Effect of Concentration and Critical Thinking Skills on Social Sciences (IPS) Learning Achievement of Grade V Students of SDN Manisrejo I, Magetan Regency" in the research conducted by Malawi and Tristiar found that the Social Sciences (IPS) learning process emphasizes more on memorization methods, which causes learning to be boring so that students do not concentrate when learning is carried out (Malawi & Tristiar, 2016). Then, in the findings of Kristin and Rahayu in their research entitled "The Effect of Implementing the Discovery Learning Model on Social Science (IPS) Learning Outcomes in Grade 4 Elementary School Students" also found the same thing where low concentration in learning is one of the factors that impacts student learning outcomes where only 38% of students have achieved the KKM (Kristin & Rahayu, 2016).

The solution used by the researchers to overcome the lack of concentration in learning is by using ice breaking. As in the study by Puspitasari and Marzuki entitled "Implementation of Ice Breaking to Improve Concentration in Learning of Class III Students of UPT SDN 52 Gresik" from the research that has been conducted, it has been proven that the use of ice breaking can improve students' concentration in learning where students appear to be in a good mood after ice breaking and can maintain their focus (Puspitasari & Marzuki, 2023). Then in the study by Marzatifa et al entitled "Ice Breaking: Implementation, benefits and constraints to improve students' concentration in learning" from the research that has been conducted, the use of ice breaking can improve students' concentration in learning, stimulate students' understanding, students' interest, students' attention, students' learning outcomes and foster students' motivation in learning (Marzatifa et al., 2021).

Ice breaking according to Suryati is an activity that aims to divert the situation from tense, boring to fun, enthusiastic, relaxed and not boring so that the learning atmosphere can be relaxed and become more conducive (Wahyudin et al., 2023). Sunarto also argues that ice

breaking can be interpreted as a breaker of students' mental or physical freeze situations which are intended to build a dynamic, enthusiastic and enthusiastic learning atmosphere (Amalia, 2020). So it can be concluded that ice breaking is an activity to break the situation from boring, sleepy, boring, and tense to relaxed, enthusiastic, and there is attention and there is a sense of pleasure in listening or seeing people talking so that students can refocus on learning.

The following are the advantages of using ice breaking according to Silawati (Yulianti, 2021):
a. Makes long periods feel fast
b. Gives a great effect on learning
c. Can be used immediately or thought about
d. Creates a lasting and unified climate

Based on the results of observations made by researchers at school, there is one class where the concentration of students' learning is lacking in the subject of Social Sciences (IPS). This description identifies that there is a problem of lack of concentration in students' learning. On this basis, the researcher intends to conduct research on "The use of ice breaking to improve students' learning concentration in the subject of Social Sciences (IPS) in grade V of elementary school".

With the use of ice breaking, it is expected that students can concentrate more on following Social Sciences (IPS) learning in class. Researchers focus their research on the use of ice breaking to improve students' learning concentration limited to the ability to understand Social Sciences (IPS) concepts.

2. METHODS

This study uses a mix method research method. Mix method is a combination method between quantitative research methods and qualitative research methods (Amin, et al. 2021). In the mix method, research that combines two research methods including quantitative and qualitative so that comprehensive, valid, reliable, and objective data will be obtained (Sugiono in Sibuea, et al. 2020). In Cresswell's opinion, mix method research is a type of research that collects, analyzes, and combines quantitative and qualitative research methods in a series of studies to understand research problems (Vebrianto, et al. 2020).

The design used in this study is the sequential explanatory. According to Rosmita, the sequential explanatory is a data collection process that begins with the collection of quantitative data to be able to analyze the data obtained qualitatively, so that the results of this study explain a general picture (Monoarfa, et al. 2021). This design is used to measure how much influence the use of ice breaking has on increasing students' learning concentration in Social Sciences (IPS) subjects in grade V elementary schools through quantitative data analysis, while qualitative data is obtained to determine students' difficulties in increasing their learning concentration. The following is the explanatory sequential design:
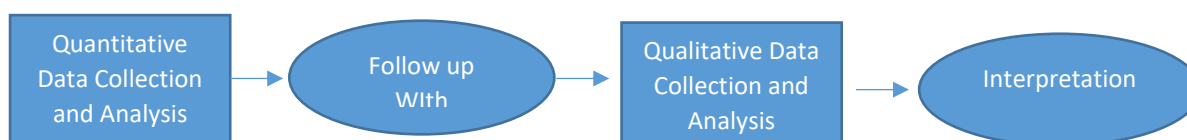
**Picture 1. The Explanatory Sequential Design**

The subjects of this study were 25 fifth-grade elementary school students. Data collection techniques in this study were through observation, filling out questionnaires, interviews and

tests. Based on the data obtained, the data will be analyzed and processed quantitatively and qualitatively.

3. RESULTS AND DISCUSSION
3.1 Results

Researchers processed the data using calculations from observation sheets carried out before and after the learning process and obtained the following results:
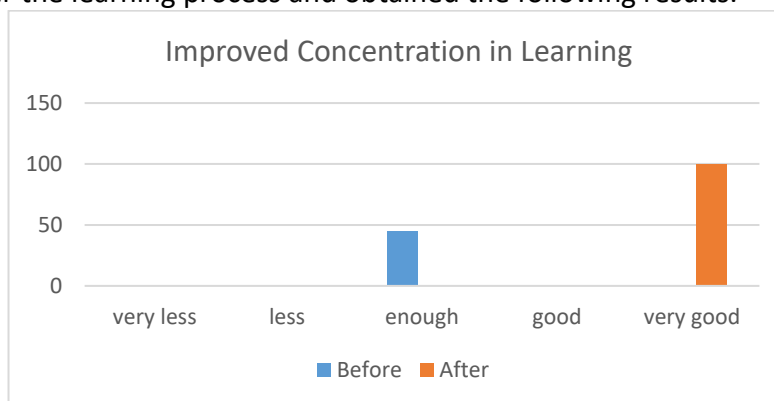
Picture 2. Diagram Increasing Concentration in Learning

The data above, it shows an increase in learning concentration with a percentage before learning of 44.4% with a sufficient category and after the learning process 100% with a very good category.

This means that the use of ice breaking can increase students' learning concentration. After it is known that there is a difference, the N-Gain test is then carried out to measure whether there is an increase in learning concentration using ice-breaking. The following are the results of the N-Gain test.

Table 1. N-Gain Test

N-Gain	Interpretation
45,4	Sedang

Based on the table above, the results of the N-Gain test show that the average obtained is 45.4 which is interpreted as being able to increase learning concentration on social science learning.

After the N-Gain test was conducted to measure the increase in learning concentration, a calculation of student questionnaires filled out by 20 students was carried out.

Table 2. Student Response Questionnaire

Percentage	Interpretation
90,8%	Sangat Baik

From the table above shows the percentage obtained is 90.8% which is categorized as very good. This means that the use of ice breaking can improve students' learning concentration in social science subjects.

3.2 Discussion

Based on the diagram of increasing learning concentration displayed in the results data, it shows that before the learning process with the ice breaking method, the level of student learning concentration was in the "sufficient" category with a percentage of 44.4%. After the application of ice breaking in learning, there was a significant increase, with learning concentration reaching 100%, which was categorized as "very good".

This increase indicates that learning strategies involving ice breaking can effectively facilitate student focus and engagement during the learning process. Ice breaking, which usually consists of short and fun activities, helps reduce tension and makes students more ready to receive the learning material. The N-Gain test is used to measure the increase in student learning outcomes by comparing the values before and after the intervention. In this case, the N-Gain value obtained was 45.4, which is interpreted as an increase in the "moderate" category.

The interpretation of this value shows that although there is a clear increase in learning concentration after the application of ice breaking, the increase cannot be categorized as high but is still in the moderate range. This can be caused by various factors, such as the initial conditions of students, the level of difficulty of the material, or even the frequency and type of ice breaking used. Nevertheless, these results still show that ice breaking has a positive impact on increasing learning concentration, although the impact is not as great as expected.

The results of the questionnaire filled out by 20 students showed that 90.8% of students responded with the category "very good" to the application of ice breaking in learning. This means that the majority of students feel the benefits of ice breaking and feel that their concentration in social science lessons has increased. This high percentage shows that subjectively, students feel that ice breaking helps them maintain focus and engagement during the learning process. This can also be interpreted that students feel that learning is more enjoyable and not monotonous, which is one of the goals of using ice breaking in the classroom.

Overall, the data shows that the use of ice breaking in learning has a positive impact on students' learning concentration. The increase from 44.4% to 100% shows a significant change in the level of student attention and engagement after ice breaking was implemented. Although the results of the N-Gain test showed an increase in the moderate category, this still shows the effectiveness of the method. Coupled with the very positive student responses, it can be concluded that ice breaking is an effective strategy to improve students' learning concentration, especially in science subjects. However, it should be noted that a significant increase in observations and questionnaires needs to be balanced with a higher increase in the N-Gain test to achieve optimal results.

5. CONCLUSION

The researchers analyzed data from observations made before and after the learning process, focusing on the level of concentration. The N-Gain test, which measures the increase in concentration using ice breaking, showed an average of 45.4, indicating a moderate increase in concentration. It can be concluded that:

a. The student questionnaire (filled out by 20 students) revealed a very good category of 90.8%, indicating that ice breaking can improve students' concentration in studying social science subjects. The discussion highlighted that ice breaking activities effectively facilitate student focus and engagement during the learning process.

b. The results of the N-Gain test, although moderate, confirmed an increase in learning concentration after the implementation of ice breaking. The results of the student questionnaire showed that most students experienced a positive impact on their concentration and engagement during learning.

c. The implementation of the use of ice breaking in social studies subjects by teachers in improving learning concentration can be said to have a positive impact on significant changes in student attention and engagement after the implementation of ice breaking shows its effectiveness. However, a balance between the results of observations, questionnaires, and the N-Gain test is needed to achieve optimal results. Overall, ice breaking is an effective strategy to improve students' learning concentration in science subjects.

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