



The Influence of Using Ice Breaking in Christian Religious Education Learning on Improving the Learning Concentration of Fifth-Grade Students at UPT SD 089 Bonandolok

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ABSTRACT

This study aims to describe the tendency of improved learning concentration among fifth-grade students at UPT SDN 089 Bonandolok, Lintong Nihuta Subdistrict, Humbang Hasundutan Regency, in the 2024/2025 academic year following the use of ice breaking in Christian Religious Education learning. The research hypothesis states that there is a tendency for increased student learning concentration after the implementation of ice breaking activities. A quantitative descriptive statistical method was employed in this study. The population consisted of all 31 fifth-grade Christian students. The research instrument was a closed-ended questionnaire, the validity and reliability of which were tested through a trial with 30 respondents outside the research sample. The results indicate an improvement in students' learning concentration after the application of ice breaking. The average pretest score of 103.29 increased to 118.77 in the posttest, reflecting a 14.99% improvement. The distribution of scores also shifted upward: the highest frequency moved from the 104-115 interval (12 students) to the 116-127 interval (19 students), with an additional 4 students appearing in the 128-139 interval. Conversely, lower intervals such as 56-67 and 68-79 were no longer occupied by any students. These findings suggest a general increase in students' learning concentration following the integration of ice breaking into the learning process.

Keywords: Ice Breaking, Students' Learning Concentration, Christian Religious Education

INTRODUCTION

Schools are organized educational institutions that conduct learning activities and play a crucial role in shaping students holistically-personally, morally, socially, and in all aspects of their existence. In this context, teachers as educators hold a central role as managers of the classroom learning process. An educator is tasked with designing and managing

learning in such a way that students feel comfortable and are able to absorb the material effectively. Teachers are therefore required to possess both the competence and creativity to deliver instruction, enabling students to fully understand the material being taught. The achievement of learning objectives is highly dependent on the learning process implemented. Prior to instruction, educators must prepare learning tools and materials; however, such preparation does not automatically guarantee maximum learning effectiveness, as it is influenced by several factors-one of the most important being students' concentration during the learning process. Concentration plays a vital role in supporting student success in learning. Thus, teachers must be able to enhance students' learning concentration in order to achieve predetermined learning objectives. One way to achieve this is by creating a pleasant and non-monotonous classroom atmosphere through the use of ice breaking activities.

Ice breaking is beneficial in training students to focus during learning. With improved concentration, students are better able to follow and comprehend the material clearly. Ice breaking also functions as a strategy to restore students' concentration so that their engagement in the learning process can be maintained. Effective concentration enables students to sustain attention for longer periods, thereby improving learning outcomes. A cheerful and dynamic learning environment does not occur spontaneously but must be intentionally designed and facilitated by the teacher. When integrated into Christian Religious Education, ice breaking helps re-energize students' enthusiasm for learning and recapture their attention. Ice breaking refers to activities designed to shift the learning atmosphere from being monotonous, tiresome, or tense to one that is more cheerful and enjoyable. It serves to motivate students, refresh their concentration, and foster a conducive learning environment. Ice breaking activities are carried out to break down barriers, reduce rigidity, and create a more open and engaging atmosphere among participants. The use of ice breaking is expected to help students feel more comfortable in their learning environment and enhance their concentration during classroom activities. The purposes of ice breaking can be summarized as follows: first, to create an equal learning atmosphere among participants; second, to remove social and psychological barriers that may hinder participation, thereby ensuring equal opportunities for all students; third, to foster a dynamic interaction among participants; and fourth, to stimulate motivation and enthusiasm for active participation throughout the learning process. Several factors influence students' concentration in learning, including the learning environment, modalities for learning, psychological conditions, and peer interactions. Disruptions to concentration can stem from both external and internal factors. External factors may involve sensory distractions such as visual, auditory, or olfactory disturbances. Internal factors may include physical health issues, negative emotions such as anxiety, anger, or fear, as well as low interest and motivation during lessons. Passive teaching methods can also cause students to feel sleepy and disengaged, particularly when they lack effective learning strategies

METHODS

The research method employed in this study is quantitative research with a descriptive statistical approach. According to Sugiyono, descriptive statistics are used to describe or illustrate collected data as it is, without the intention of drawing conclusions that apply universally. The research design applied is a pre-experimental design in the form of a one-group pretest–posttest design. In this design, the researcher conducts a pretest before the treatment is administered and a posttest after the treatment. The design involves only one group without a control class. In practice, the experimental group receives the treatment, followed by an evaluation after the treatment, and the analysis is carried out by comparing the pretest and posttest scores. The population in this study consists of all fifth-grade students at UPT SD Negeri 089 Bonandolok, Humbang Hasundutan Regency, totaling 31 students. Referring to Arikunto, as cited in Faizi, when the number of subjects is fewer than 100, the entire population may be used as the research sample, while for populations exceeding 100, 10–15% or 20–25% may be taken as a sample. Based on this guideline, the researcher included the entire population as the sample, amounting to 31 students. The data collection techniques used in this study include a pretest and posttest. The pretest was conducted prior to the treatment to determine students' concentration levels before the implementation of ice breaking activities. The treatment was then administered, followed by a posttest to assess the effect of using ice breaking on students' learning concentration. In addition, a questionnaire was distributed. The questionnaire used was a closed-ended instrument with a Likert scale (1–5), designed to measure students' concentration levels and the effectiveness of ice breaking. Documentation was also employed as a supporting technique to complement the data, including photographs taken during the learning process.

RESULT AND DISCUSSION

To determine whether the use of ice breaking in Christian Religious Education learning has an effect on the learning concentration of fifth-grade students at UPT SDN 089 Bonandolok, Lintong Nihuta Subdistrict, Humbang Hasundutan Regency, in the 2024/2025 academic year, data collection was carried out through questionnaires administered during the pretest (before treatment) and the posttest (after treatment). The collected data were analyzed using the mean formula to identify differences in results before and after the treatment. The formula for calculating the mean is as follows:

Formula for calculating the mean:

$$\bar{X} = \frac{\sum X}{n}$$

Where:

$\bar{X}$ = Average

$\sum X$ = Sum of all values

n = number of data

So:

Average Value of Student Learning Concentration Before Using Ice Breaking

$$\bar{X} = \frac{3202}{31} = 103,2903$$

Average Value of Student Learning Concentration After Using Ice Breaking

$$\bar{X} = \frac{3682}{31} = 118,7742$$

From the results of calculating the average student learning concentration, it shows that before using Ice Breaking, the average score obtained was 103.2903. After using Ice Breaking in learning, the average score increased to 118.7742. This shows an increase in student learning concentration after using Ice Breaking.

Calculating Percentage Improvement

Next, the percentage increase is calculated to see the extent of the changes that have occurred. Calculating the percentage increase in student learning concentration before and after using the formula:

$$P = \left(\frac{X_2 - X_1}{X_1} \right) \times 100\%$$

P = Percentage increase

X₁ = Prior Value (Pretest)

X₂ = After Value (Posttest)

So:

$$\begin{aligned} P &= \left(\frac{3682 - 3202}{3202} \right) \times 100\% \\ &= \left(\frac{480}{3202} \right) \times 100\% \\ &= 0,1499063 \times 100\% \\ &= 14,99063 \end{aligned}$$

From these calculations, it was found that the percentage increase in students' learning concentration after the use of ice breaking was 14.99%. This figure indicates a significant improvement in students' learning concentration following the application of ice breaking in the learning process.

Calculating Frequency Distribution

To identify the distribution of students' learning concentration scores before and after the use of ice breaking, a frequency distribution analysis was conducted. This calculation aimed to determine the number of students in each score interval and to systematically analyze the overall distribution pattern.

The results of the frequency distribution analysis are presented in the following table:

Table 4.7 Frequency Distribution of Pretest and Posttest Scores

Score Interval	Frequency (Before)	Frequency (After)
56–67	1	0
68–79	1	0
80–91	3	1
92–103	8	1
104–115	12	6
116–127	6	19

128–139	0	4
Total	31	31

Based on the table above, it can be observed that before the use of ice breaking, the highest frequency was in the score interval 104-115, with 12 students. However, after the implementation of ice breaking, the highest frequency shifted to the interval 116-127, with 19 students. This indicates a clear shift in score distribution toward higher intervals after the treatment. Moreover, in the 128-139 interval, which previously had no students, four students were recorded after the treatment. Conversely, in the lower score intervals (56-67 and 68-79), no students remained after ice breaking was applied. These findings suggest a general increase in students' learning concentration following the use of ice breaking in the learning process. Based on the analysis of pretest and posttest data from fifth-grade students, it can be concluded that students' learning concentration improved after the use of ice breaking. This is evidenced by the increase in the mean score from 103.29 (pretest) to 118.77 (posttest), with a percentage increase of 14.99%.

Ice breaking plays an important role in building good relationships with students and serves as an effective way of capturing their attention at the beginning of lessons. It also contributes to fostering warmer interactions between teachers and students by helping them to become more familiar with one another. According to Nababan, a student's education should develop them in Christlikeness as redeemed men and women. Students must also learn about God so that they may imitate Him, becoming true "followers of God" (Ephesians 5:1). This statement emphasizes that education should nurture students' spirituality. Therefore, ice breaking is important for maintaining concentration so that students are prepared to receive spiritual values. The findings of this research demonstrate that the use of ice breaking in Christian Religious Education learning can significantly improve the learning concentration of fifth-grade students at UPT SDN 089 Bonandolok, Lintong Nihuta Subdistrict, Humbang Hasundutan Regency, in the 2024/2025 academic year. The more effectively ice breaking is implemented in the learning process, the greater its potential to enhance students' concentration.

CONCLUSION

Based on the results of the study, it can be concluded that students' learning concentration increased after the use of ice breaking, as shown by the rise in the mean score from 103.29 in the pretest to 118.77 in the posttest. The percentage increase of 14.99% indicates a positive tendency toward improved concentration. The frequency distribution analysis further supports this finding, showing that the number of students with higher concentration levels increased after the treatment. Thus, it can be confirmed that the use of ice breaking in Christian Religious Education learning contributed to enhancing the learning concentration of fifth-grade students at UPT SDN 089 Bonandolok, Lintong Nihuta Subdistrict, Humbang Hasundutan Regency, in the 2024/2025 academic year.

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