

---

## INCREASING STUDENTS ATTENTION TO THE INDONESIAN LANGUAGE LEARNING PROCESS THROUGH ICE BREAKING IN CLASS IV

**Wilda Maulidiyah Saniyah<sup>1\*</sup>, Rika Mellyaning Khoiriya<sup>2</sup>**

<sup>1,2</sup> Elementary School Teacher Education, Faculty of education, Universitas Trunojoyo  
Madura, East Java, Indonesia

correspondence e-mail: [190611100018@student.trunojoyo.ac.id](mailto:190611100018@student.trunojoyo.ac.id),  
[rika.khoiriya@trunojoyo.ac.id](mailto:rika.khoiriya@trunojoyo.ac.id)

---

### ABSTRACT

*This study discusses increasing students' attention to the Indonesian language learning process through ice breaking. The purpose of this research is to increase students' attention through ice breaking in the Indonesian language learning process. This research was conducted from pre-cycle, first cycle, to second cycle. In the pre-cycle, data were taken from the results of observations, interviews, and questionnaires. While in cycles I and II, data were obtained from observations and questionnaires. The results showed that students' attention could be increased by using ice breaking in learning activities. This can be seen from the average attention score obtained by students in the initial observation (pre-cycle) which is 51.3 in the medium category, then the average attention score increases in the first cycle, which is 72.3 in the high category, and increases higher. in the second cycle that is equal to 82.3 with a very high category and students who get a score of 70 as many as 20 students (91%). This research should be a reference for solving problems related to the lack of student attention in the Indonesian language learning process so that it can improve the quality of learning.*

---

---

### ARTICLE INFO

#### **Article History:**

Received 04 Jul 2021

Revised 09 Jul 2022

Accepted 12 Jul 2022

Available online 12 Jul 2022

---

#### **Keyword :**

Keyword 1, Student  
Attention

Keyword 2, Learning  
Indonesian

Keyword 3, Ice  
Breaking

---

## **A. INTRODUCTION**

The most important thing for every human being is education. Education is everything related to physical development, health, thoughts, feelings, beliefs, and the like (Hadi, 2019). Through education, humans can find out various sciences and knowledge that can be useful for everyday life. Thus, planning is needed in developing the potential of students in order to create conducive learning activities.

The learning process is a complex activity that uses the five senses and cognitive processes of remembering, solving problems, and uncovering reasons. The learning process is needed to review the application of the suitability of the model / method when learning takes place. The purpose of the learning process is so that students can change behavior in a positive direction gradually and in accordance with expectations (Herawati, 2018).

Education that is carried out continuously / consistently in the learning process will provide many benefits. In this case, teachers need to design appropriate learning strategies. During learning activities, several problems often arise that can become obstacles in maximizing the learning process of students. One of the obstacles that occur is the lack of attention of students during the learning process. When students do learning without paying attention, then these students cannot achieve optimal achievement results (Amu et al., 2014).

Attention is an activity carried out by a person in doing something that uses the efficiency of one's consciousness (Lubis, 2019). The attention of students is very important in the learning process. Increased student attention can make students do better learning, so that learning outcomes are also good. When students are interested in the learning process, students will pay attention and learning can run effectively and efficiently (Lubis, 2019). The teacher's role in learning is to make students pay attention and observe the learning that takes place in a fun way.

Based on the results of observations made in class IV SDN Boro, researchers found several problems when learning took place, one of which was the participants many students still chat when the teacher explains the Indonesian language material or when other students convey the results of the discussion so that students do not concentrate in learning. The existence of these problems makes researchers interested in making improvements to the learning process with the aim of being able to help students increase learning attention. One of the

alternatives given is related to the problem of the lack of student attention, ice breaking activities can be carried out which are inserted in learning.

According to M. Said in (Sunarto, 2017) explains that ice breaking is an activity/game that can change the frozen atmosphere in a group. The purpose of this activity or game is to further maximize the effectiveness of learning activities. Activities/games in ice breaking can be done by singing, clapping, playing exciting games, and others. Thus, students can focus more and pay attention to the material in learning.

Research on increasing students' attention to the Indonesian language learning process through ice breaking was conducted to increase students' attention in the learning process so that the quality of learning could increase. This research is useful for schools and teachers to be used as reference material in the application of ice breaking to increase students' attention to the learning process. It is hoped that with this research, students can be more attentive and concentrated in learning. This research is also important for other researchers to be used as reference material in improving the quality of learning in classes with the same learning problems.

This research was conducted to determine whether or not the implementation of ice breaking was successful in increasing students' attention. Increased attention in learning Indonesian needs to be done so that students can understand Indonesian subject matter well. This improvement can be done by giving a fun learning presentation with ice breaking so that students are not tense, sleepy, or bored. Researchers explore problems on the basis of improving the quality of learning in the classroom related to the application of ice breaking to increase students' attention to learning.

## **B. METHOD**

In this study, the type of research used is Classroom Action Research. Classroom Action Research is research conducted in a class to find out the consequences of the actions taken conducted by researchers on research subjects in the class (Meutiana, 2015). The purpose of Classroom Action Research is to improve or improve the learning process in the classroom to be more effective (Salim et al., 2015). The type of action in this research is Classroom Action Research with the Lewin Quart model. In Classroom Action Research (CAR) there are 4 stages, namely planning, implementation, observation, and reflection. The

---

study was conducted in two cycles and was carried out from March 2022 to May 2022. Data collection in this study was carried out using observations, interviews, and questionnaires. The subjects in this study were all students of class IVB SD Negeri Boro totaling 23 students consisting of 13 male students and 10 female students. The object of this research is the students' attention. The research location is in Boro Village, Tanggulangin District, Sidoarjo Regency. In this study, the data analysis used is qualitative and quantitative data analysis.

### **C. RESULT AND DISCUSSION**

The attention of students is very important in the learning process. Increased student attention can make students do better learning, so that learning outcomes are also good. When students are interested in the learning process, students will pay attention and learning can run effectively and efficiently (Lubis, 2019). So that students pay attention to the material presented by the teacher in learning, the teacher always involves students in learning activities. Teachers can also provide entertainment and fun activities during learning in the form of ice breaking.

*Ice breaker* is a transition from a bored, sleepy, saturated, and tense situation to a relaxed, enthusiastic, not sleepy situation, and happy to pay attention and listen to people who are talking in front of the class (Marzatifa & Agustina, 2021). According to (Widiasworo, 2016) there are things that must be considered when implementing ice breaking, including: 1) duration of time, ice breaking adjusts to the available time. This can be done when designing learning activities, in the lesson plans it can be stated about the ice breaking that will be carried out so that learning can be structured properly; 2) situations and conditions, when the class atmosphere is boring and many students are sleepy/bored, the teacher can give ice breaker; 3) age, elementary school age can be given ice breaking which is simple and can be done. Preferably there are entertaining elements such as joking and laughing; and 4) the character of the students.

The use of ice breaking in learning must be based on existing principles. The application of ice breaker must be able to make learning effective, must be able to motivate students, be adapted to the material, not excessive, and used in the right situation. In addition, the use of ice breaking in the learning process is not allowed to contain elements of SARA and must not contain pornographic elements because the purpose of ice breaking is to bring up positive things that are educational (Pratiwi, 2018).

Indonesian language learning plays a very important role as the formation of habits, attitudes, and abilities of students for development at the next stage. This learning must also make it easier for students to develop language skills in their environment, so that not only communicate but Indonesian language learning also aims to absorb the values and knowledge of other branches of science being studied (Farhrohman, 2017). The implementation of Indonesian language learning in elementary schools is adjusted to the characteristics of students towards learning, namely: 1) elementary school children like to play, 2) elementary school children like to move, 3) elementary school children like to work in groups, and 4) elementary school children like to do things directly (Farhrohman, 2017).

In an effort to increase students' attention to Indonesian language learning, the application of ice breaking is carried out during learning in accordance with the learning implementation plan that has been prepared at the planning stage. In detail, it can be seen from the stages carried out in the research. The following are the stages of research conducted by researchers.

#### 1. Pre Cycle

At the pre-cycle stage, the researcher made initial observations. After making observations, the researchers got the results that when learning was taking place there were still many students who did not focus on paying attention, including some who were joking with their classmates, some were bored so they were harassing their friends, and many were busy. Even though the teacher has given a warning so that students pay attention, the condition of the class is only temporarily silent and bustling again. This can be seen when students are given group assignments, there are still many members from several groups who do not know the assignments given so that they need teacher guidance to complete the assignments. In addition, when delivering the results of group discussions, many students did not pay attention and joked with other friends.

In this pre-cycle stage, the students who got the attention score in the high category were 4 students (17.4%) of the total students. While the students who got the moderate category of attention score were 10 students (43.5%). The rest, 9 other students are included in the attention score with a low category of 39.1%. So that the average score of students' attention before the cycle was 51.3 with the medium category.

#### 2. Cycle I

---

At the planning stage of the first cycle, researchers prepared lesson plans, teacher and student observation sheets, student attention questionnaires, learning resources, materials, media, and practice questions. Learning tools are arranged according to the Indonesian language material to be taught and insert an ice breaking activity plan to be carried out. At the implementation stage, the researcher acts as a teacher and is accompanied by research colleagues as observers to determine the implementation of ice breaking in the Indonesian language learning process. The implementation was carried out in two meetings. At the observation stage, the observer makes an assessment based on the observation sheet. Based on the observations, students were more active and focused in learning compared to the pre-cycle. The teacher has also implemented ice breaking according to the plan or spontaneously as needed. However, there are still some students who have not met the active and focused indicators in learning Indonesian.

The results of the student attention questionnaire in the first cycle showed that the fourth grade students who got the very high questionnaire score were 3 students (13.6%). There were 14 students (63.6%) in the high category of the questionnaire, and 4 students in the medium category (18.2%). In addition, there was 1 student who got a questionnaire score in the low category (4.6%). The results of the student questionnaire in the first cycle showed that the fourth grade students who got a score of 70 were 17 students (77.3%). This percentage has not reached the indicator of success in this study, which is 80% of students get a score with high criteria and a minimum score of 70.

After the activities of the first cycle were completed, the researcher and the observers reflected by analyzing and discussing the actions that had been carried out with the aim of evaluating the implementation of the actions and as a guide for improving the implementation of the actions in the second cycle. The results of the first cycle of reflection are: 1) there are still 4 students in the medium score category and 1 student in the low score category; 2) students are bored with fixed group friends so that when delivering the results of group discussions, there are still many students who do not pay attention and are cool to joke; 3) the teacher has not used the type of exercise ice breaking so that the ice breaking in the ongoing learning activities sometimes becomes boring; and 4) there are still some students who do not respond to the teacher's questions or responses because they are embarrassed to express their responses. Based

---

on the results of the reflection, the researchers made improvement plans to improve and enhance learning. Therefore, the researcher then repeated the cycle. This is in accordance with what was conveyed by (Mulyatiningsih, 2015) that in classroom action research, researchers can repeat actions if there are aspects that want to be improved or improved again and want to re-examine the impact of the actions taken.

### 3. Cycle II

In the first cycle, there were still some shortcomings so that in the second cycle, improvements were made so that the implementation could run better and in accordance with the research objectives. At the planning stage of the second cycle, the researcher prepared the lesson plans according to the results of the reflection of the first cycle, teacher and student observation sheets, student attention questionnaires, learning resources, materials, media, and practice questions. Learning tools are arranged according to the Indonesian language material to be taught and insert an ice breaking activity plan to be carried out. At the implementation stage, the researcher acts as a teacher and is accompanied by research colleagues as observers to determine the implementation of ice breaking in the Indonesian language learning process. The implementation was carried out in two meetings. At the observation stage, the observer conducts an assessment based on the observation sheet. Based on the observations, the teacher applies ice breaking according to the plan or spontaneously according to needs. Students are also more active and focused in learning compared to cycle I so that students can achieve active indicators and focus better in accordance with the holding of cycle II.

The results of the student attention questionnaire in the second cycle, showed that the fourth grade students who got the very high questionnaire score were 10 students (45.5%). There were 10 students (45.5%). In addition, there were 2 students who scored in the moderate category (9%). The results of the student questionnaire in the second cycle showed that the fourth grade students who got a score of 70 were 20 students (91%). This percentage has reached the indicator of success in this study, which is 80% of students get a score with high criteria and a minimum score of 70. The average score of attention of students in cycle II also increased from cycle I, from 72.3 to 82,

The reflection stage is viewed from the results of the implementation of the second cycle, where in this cycle there is an increase from the reflection of

the first cycle. In the second cycle, the action is carried out with the aim of correcting the deficiencies that exist in the first cycle so that learning can be carried out better. Thus, the researcher made the decision to stop the research because the success indicators set by the researcher had been achieved, namely as many as 20 students (91%) got a score of 70 from cycle II.

The following is a comparison table for the attention scores of pre-cycle, first-cycle, and second-cycle students.

**Table 1.** Comparison of Attention Questionnaire Scores for Pre-Cycle, Cycle I, and Cycle II

No.	Student's name	Student Attention Questionnaire Score			Information
		Pre Cycle	Cycle I	Cycle II	
1.	AFA	50	-	70	Increase
2.	ARS	50	60	80	Increase
3.	AAA	60	70	90	Increase
4.	AMR	80	100	100	Increase
5.	AFP	60	80	90	Increase
6.	AF	70	80	90	Increase
7.	AH	40	50	60	Increase
8.	ASK	60	80	80	Increase
9.	EAS	60	90	100	Increase
10.	FSS	50	70	70	Increase
11.	HTA	70	80	90	Increase
12.	KCP	40	70	80	Increase
13.	KF	50	80	-	-
14.	MIA	40	70	70	Increase
15.	MFHR	40	60	70	Increase
16.	MCA	40	70	80	Increase
17.	MIN	70	90	100	Increase
18.	MS	40	70	90	Increase
19.	RNS	50	80	90	Increase
20.	R	30	40	60	Increase
21.	SBW	40	70	80	Increase
22.	SN	50	70	90	Increase
23.	SPR	40	60	80	Increase
<b>Average</b>		<b>51.3</b>	<b>72.3</b>	<b>82.3</b>	<b>Increase</b>

Based on the table above, it is known that there are two students who do not get a score. AFA did not get a score because it was not present in cycle I when the action was carried out, while KF did not get a score because it was not present at both meetings in cycle II, so there was no score for the two students.



#### **D. CONCLUSION**

Based on the results of classroom action research conducted for two cycles at SDN Boro with the application of ice breaking in the Indonesian language learning process, it can be concluded that the presence of ice breaking in learning can increase the attention of fourth grade students. The ice breaking given during the research action is adjusted to the existing planning in the lesson plan. The increase in students' attention is known from the percentage of students' attention scores. Before the cycle (pre-cycle), students who got an attention score of 70 in the high category had not reached 80% of the total number of students. In the pre-cycle, only 17.4% (4 students) scored in the high category and the average pre-cycle attention score was 51.3 in the medium category. After the first cycle of action, the percentage of students' attention scores increased to 77.3% (17 students) and the average attention score increased from 51.3 (pre-cycle) in the medium category to 72.3 in the high category. This shows that the percentage score has not reached the indicator of success, namely 80% of students get an attention score of 70 in the high category, so that the second cycle is carried out by referring to the reflection of the first cycle. In the second cycle, then there was an increase in accordance with the expected success indicators because the percentage of students who got an attention score of 70 in the high category was 91% (20 students). The average score of the students' attention questionnaire also increased from 72.3 in the high category (cycle I) to 82.3 with the very high category.

## References

- Amu, N., Debby, T., Hasdin, J., & Hasdin. (2014). Meningkatkan Perhatian Siswa Kelas V SDN 2 Salakan Pada Mata Pelajaran PKn Melalui Metode Diskusi. *Jurnal Kreatif Tadulako Online*, 2(3), 89–103.
- Farhrohman, O. (2017). Implementasi Pembelajaran Bahasa Indonesia di SD/MI. *Primary*, 9(1), 23–34.
- Hadi, I. A. (2019). Pentingnya Pendidikan Karakter dalam Lembaga Formal. *Jurnal Inspirasi*, 3(1), 31.
- Herawati. (2018). Memahami Proses Belajar Anak. *Jurnal Pendidikan Bunayya*, 4(1), 27–48.
- Lubis, R. F. (2019). Kemampuan Guru Menarik Perhatian Siswa dalam Proses Pembelajaran. *Jurnal Al-Mutharahah: Jurnal Penelitian Dan Kajian Sosial Keagamaan*, 16(1), 152–175.
- Marzatifa, L., & Agustina, M. (2021). Ice Breaking: Implementasi, Manfaat dan Kendalanya untuk Meningkatkan Konsentrasi Belajar Siswa. *Al-Azkiya: Jurnal Ilmiah Pendidikan MI/SD*, 6(2), 132–143.
- Meutiana. (2015). Meningkatkan Prestasi dan Motivasi Belajar Siswa dengan Pengajaran Berbasis Inkuiri pada Siswa Kelas VII.3 SMP Negeri 2 Peusangan Bireuen. *Jurnal Ilmiah CIRCUIT*, 1(1), 20–27.
- Mulyatiningsih, E. (2015). Metode Penelitian Tindakan Kelas. In *Modul Pelatihan Pendidikan Profesi Guru: Fakultas Teknik, Universitas Negeri Yogyakarta*. Universitas Negeri Yogyakarta.
- Pratiwi, N. (2018). *Peningkatan Perhatian Peserta Didik Pada Proses Belajar Melalui Ice Breaking Pada Kelas II E MI Pembangunan UIN Jakarta*. UIN Syarif Hidayatullah.
- Salim, Karo-Karo, I. R., & Haidir. (2015). *Penelitian Tindakan Kelas*. Perdana Publishing.
- Sunarto. (2017). *Icebreaker dalam Pembelajaran Aktif*. Cakrawala Media.
- Widiasworo, E. (2016). *19 Kiat Sukses Membangkitkan Motivasi Belajar Peserta Didik*. Ar-Ruzz Media.



© 2022 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution ShareAlike (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).