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THE EFFECT OF ICE BREAKING STRATEGY MANAGEMENT ON STUDENTS' LEARNING CONCENTRATION IN LEARNING THE QUR'AN HADITH AT MTS ASSALAM TIMBUSENG

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ABSTRAK

Konsentrasi belajar peserta didik sering menurun akibat pola pembelajaran yang monoton, sehingga diperlukan strategi yang mampu menjaga fokus, khususnya dalam konteks pendidikan Islam. Penelitian ini berangkat dari kesenjangan tersebut dengan menelaah pengaruh manajemen strategi ice breaking terhadap konsentrasi belajar peserta didik pada mata pelajaran Al-Qur'an Hadis di MTs Assalam Timbuseng. Tujuan utama penelitian ini adalah menguji secara empiris sejauh mana penerapan strategi ice breaking berpengaruh signifikan terhadap konsentrasi belajar siswa selama proses pembelajaran. Penelitian ini menggunakan pendekatan kuantitatif dengan desain ex-post facto. Populasi penelitian adalah seluruh siswa kelas VII berjumlah 58 orang, yang sekaligus dijadikan sampel total. Pengumpulan data dilakukan melalui angket skala Likert dan dokumentasi, dengan uji validitas menggunakan korelasi Pearson dan reliabilitas menggunakan Cronbach's Alpha. Analisis data dilakukan dengan regresi linear sederhana melalui program SPSS 25. Hasil penelitian menunjukkan bahwa strategi ice breaking berpengaruh positif dan signifikan terhadap konsentrasi belajar, ditandai dengan koefisien regresi positif dan nilai signifikansi $p < 0,05$. Dengan demikian, hipotesis penelitian diterima, yang menegaskan bahwa semakin intensif penggunaan ice breaking, semakin tinggi pula konsentrasi belajar siswa. Kesimpulan penelitian ini menegaskan bahwa ice breaking bukan sekadar aktivitas hiburan, melainkan strategi pedagogis efektif untuk meningkatkan perhatian dan keterlibatan siswa. Secara teoretis, penelitian ini memperkuat teori belajar dan motivasi yang menekankan pentingnya stimulus eksternal. Secara praktis, temuan ini memberikan implikasi bagi guru untuk menciptakan suasana kelas yang lebih dinamis, menyenangkan, dan efektif dalam pembelajaran Al-Qur'an Hadis.

Kata kunci: Strategi Ice Breaking, Konsentrasi Belajar, Pendidikan Islam.



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ABSTRACT

The concentration of students during learning often decreases due to monotonous teaching patterns, which creates a gap in practical strategies to sustain focus, particularly in Islamic education contexts. This research addresses that gap by examining ice-breaking management's role in enhancing students' learning concentration in Al-Qur'an Hadis classes at MTs Assalam Timbuseng. The primary purpose of this study was to empirically test whether the application of structured ice-breaking strategies significantly influences students' concentration during lessons. A quantitative approach with an ex-post facto design was applied. The population comprised all 58 seventh-grade students, who were included as the total sample. Data were collected through Likert-scale questionnaires and documentation, and the validity and reliability of the instrument were confirmed using Pearson correlation and Cronbach's Alpha. Statistical analysis was conducted using simple linear regression through SPSS 25. The results indicate that ice-breaking strategies significantly positively affect learning concentration. The regression coefficient was positive, and the model was significant at $p < 0.05$, confirming that higher ice-breaking implementation correlates with increased concentration levels among students. These findings conclude that the research hypothesis is accepted, providing clear evidence that ice breaking is not merely an entertaining tool but a pedagogical strategy that enhances attention and engagement. Theoretically, the study reinforces learning and motivation theories emphasizing external stimuli, while practically, it offers applicable insights for teachers to create more dynamic, enjoyable, and effective classrooms in Islamic education.

Keywords: *Ice-Breaking Strategy, Learning Concentration, Islamic Education.*

INTRODUCTION

Modern education requires a strategy that maintains student involvement and concentration to achieve optimal learning outcomes. In the context of learning the Qur'an Hadith in madrasas, the main challenge lies in the low focus of students after a few minutes of learning, so the material is not absorbed properly. According to cognitive learning theory, attention is a prerequisite for encoding information into long-term memory ¹ Furthermore, the Self-Determination motivation theory explains that a fun learning atmosphere and fostering a sense of

¹ John Michael V Sasan, Gica M. Tugbong, and Kent Lancer C. Alistre, 'An Exploration Of Icebreakers And Their Impact On Student Engagement In The Classroom', *International Journal of Social Service and Research*, 3.11 (2023), pp. 2921–30, doi:10.46799/ijssr.v3i11.566.



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emotional connectedness can increase students' intrinsic motivation ² In this case, ice breaking is a classroom management strategy that can dilute the atmosphere, reduce boredom, and reawaken learning concentration in an active and humanist learning framework ³

The phenomenon of low learning concentration can also be understood through behavioral theory, which emphasizes the importance of external stimuli in directing learning responses ⁴ Ice breaking, as a form of positive stimulus in interactive activities, can re-emerge students' attention, energy, and mental readiness ⁵ Recent studies confirm that interventions based on a conducive learning environment can increase cognitive attention and reduce distractions in the classroom ⁶ Therefore, the urgency of implementing the ice-breaking strategy in learning the Qur'an Hadith is not just a complement, but an integral part of pedagogical efforts to ensure that the transfer of values, knowledge, and skills is effective.

Various quantitative studies have tested ice-breaking strategies' effectiveness in various educational contexts. Hafizah (2021) found that the application of ice breaking significantly reduced learning boredom in high school students through a pretest-posttest experimental design ⁷ Similar results were obtained by Amelia (2021), who reported a 15% increase in learning concentration in high school students after applying ice breaking using a simple experiment ⁸ Meanwhile, Sari et al. (2021) show that ice breaking significantly impacts the learning attention of junior high school students in social studies

² Richie Ynot Mepieza, 'The Power of Ice Breaker Activity: Examining the Impact of Icebreakers on Student Participation and Engagement in the Classroom', *European Journal of Learning on History and Social Sciences*, 1.1 (2023), pp. 22–36, doi:10.61796/ejhlss.v1i1.8.

³ Ulfi Andrian Sari and others, 'Improving the Students' Learning Concentration Through Ice Breaking', 2021, doi:10.2991/assehr.k.210421.089.

⁴ Eleanor Leigh, Kenny Chiu, and David M. Clark, 'Is Concentration an Indirect Link between Social Anxiety and Educational Achievement in Adolescents?', ed. by Alison L. Calear, *PLOS ONE*, 16.5 (2021), p. e0249952, doi:10.1371/journal.pone.0249952.

⁵ Leta Marzatifa, Maya Agustina, and Inayatillah Inayatillah, 'Ice Breaking: Implementasi, Manfaat Dan Kendalanya Untuk Meningkatkan Konsentrasi Belajar Siswa', *Al-Azkiya: Jurnal Pendidikan MI/SD*, 6.2 (2021), pp. 162–71, doi:10.32505/3013.

⁶ Annie G. Mincera, 'Appropriate Classroom Noise and Attention Span of Grade 4 Students', *International Journal of Innovative Science and Research Technology (IJISRT)*, 2024, pp. 413–17, doi:10.38124/ijisrt/IJISRT24AUG260.

⁷ Azzah Hafizah, 'Penerapan Ice Breaking Untuk Mengatasi Kejenuhan Belajar Siswa Pada Siswa SMA Negeri 2 Banda Aceh' (UIN A-raniry, 2021).

⁸ Rizki Amelia, 'The Influence of E-Scaffolding in Blended Learning on Prospective Teacher's Scientific Explanation', *Journal of Physics: Conference Series*, 1796.1 (2021), p. 012039, doi:10.1088/1742-6596/1796/1/012039.



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subjects with a quantitative approach⁹ Romdhoni's (2023) research at Bengkulu Junior High School also proves that the ice breaker game in PAI lessons significantly improves learning outcomes based on the t-test¹⁰ This finding is strengthened by Nuryana and Sunardin (2020), who used simple regression and found a positive effect of ice breaking giving on learning motivation by 39%¹¹

However, previous studies still leave methodological limitations and research contexts. Hafizah (2021) only researched saturation, not study concentration, so more specific cognitive variables have not been explored. Amelia's (2021) research focuses on high school students, but has not touched on the context of madrasas or religious subjects with spiritual distinctions. The research of Sari and friends (2021) focuses on attention in social studies, not learning concentration in religious learning. Romdhoni (2023) emphasizes learning outcomes, so process dimensions such as concentration have not been tested. Meanwhile, Nuryana and Sunardin (2020) and similar research are mostly motivation-oriented, so the direct relationship between ice-breaking strategies and concentration is not comprehensive.

The research gap is evident in the limitations of exploring ice-breaking strategies in learning the Qur'an Hadith at the MTs level. Most of the previous research was oriented to general subjects or based on learning outcome outputs, while the cognitive dimension in the form of concentration was rarely the primary focus. In addition, the quantitative analysis method is generally limited to a simple t-test, whereas regression analysis can provide a more detailed picture of the influence of learning strategies on learning concentration. This gap is important to answer because the learning of the Qur'an Hadith has different spiritual and normative characteristics from general subjects, so it requires a distinctive pedagogical approach.

The novelty of this study lies in the quantitative focus of the ice-breaking strategy's influence on students' learning concentration in the Qur'an Hadith at the MTs level. In terms of context, this study is unique because it places the ice-breaking strategy not just as an interlude, but as a strategic variable in religious learning, so that the results can enrich the treasures of contemporary Islamic education methodologies.

⁹ Sari and others, 'Improving the Students' Learning Concentration Through Ice Breaking'.

¹⁰ Abdul Aziz Romdhoni, 'Islamic Educational Learning Methods', *Al-Fadlan: Journal of Islamic Education and Teaching*, 1.1 (2023), pp. 12–17, doi:10.61166/fadlan.v1i1.3.

¹¹ Nuryana Nuryana and Sunardin Sunardin, "Pengaruh Strategi Ice Breaking Giving Terhadap Motivasi Belajar Siswa: Studi Eksperimen Pada Pembelajaran Tematik Kelas II Se-Gugus I Kecamatan Towuti Kabupaten Luwu Timur", *Cokroaminoto Journal of Primary Education*, 3.2 (2020), pp. 80–86.



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The general purpose of this study is to quantitatively test the influence of ice-breaking learning strategies on students' learning concentration in the subject of Al-Qur'an Hadith at MTs Assalam Timbuseng. Practically, this research is expected to make an empirical contribution for madrasah teachers in choosing effective learning strategies and becoming an academic reference for the development of fun classroom-interaction-based learning theories.

In particular, this study aims to: (1) describe the application of ice-breaking strategies in learning the Qur'an Hadith in grade VII MTs Assalam Timbuseng; (2) analyze the level of students' learning concentration in the subject; and (3) statistically test the influence of the ice-breaking strategy on student learning concentration. The research question to be answered is: to what extent can the ice-breaking learning strategy increase students' learning concentration in learning the Qur'an Hadith at MTs Assalam Timbuseng? Thus, this study seeks to provide measurable empirical answers regarding the effectiveness of innovative learning strategies in Islamic religious education.

RESEARCH METHOD

This study uses a quantitative approach with an ex-post facto design that examines the influence of ice-breaking learning strategies on students' learning concentration based on events that have occurred¹² The selection of this design was based on the consideration that the free variable (ice-breaking strategy) was not manipulated directly, but was analyzed through the relationship with the bound variable (learning concentration). This design is considered appropriate because it corresponds to the characteristics of educational phenomena that occur naturally in the classroom and demands a cause-and-effect relationship analysis without a complete experimental treatment. According to Creswell & Creswell, the ex-post facto quantitative approach is relevant to test the influence of intervariables in social and educational contexts that do not allow complete control over independent variables¹³

The research was carried out at MTs Assalam Timbuseng, Takalar Regency, because this location represents the real condition of learning the Qur'an and Hadith, which still faces the challenge of low learning concentration. The research population is all students of class VII, totaling 58 students, consisting of classes VII A, VII B, and VII C. Because the population is relatively small

¹² Debbie Rohwer, 'Designing Ex Post Facto and Experimental Studies', in *Inquiry in Music Education* (Routledge, 2022), pp. 230–52, doi:10.4324/9781003057703-15.

¹³ Carol Frierson-Campbell and Hildegard C. Froehlich, 'Quantitative Research in Music Education', in *Inquiry in Music Education* (Routledge, 2022), pp. 183–91, doi:10.4324/9781003057703-12.



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(<100), this study uses a total sampling or census technique so that all members of the population are used as research samples. The selection of this technique guarantees full representation and avoids sampling bias. This is in accordance with Perret and colleagues (2022), who affirm that total sampling is adequate in studies with small populations, so that the data obtained are more representative and accurate¹⁴

The data collection technique was carried out through a Likert scale questionnaire compiled based on variable indicators of ice-breaking strategy and learning concentration, and supported by documentation in the form of notes and photos of learning activities. The questionnaire instrument was tested for validity through expert judgement and empirical tests with Pearson Product-Moment correlations, while the reliability of the instrument was calculated using Cronbach's Alpha, where a value of ≥ 0.60 indicates adequate reliability. The research procedure includes the preparation stage (preparation of instruments, trials, and research permits), implementation (distribution of questionnaires to all respondents and collection of documentation), and the final stage in data processing and analysis. The data were analyzed using simple linear regression analysis with the help of SPSS software version 25, as this method allows quantitative testing of the magnitude of the influence of independent variables on dependent variables. Classic assumptions such as normality and linearity were also tested to maintain the validity of the results. This analysis aligns with the recommendations of Buch and colleagues (2023), who emphasize the importance of selecting statistical methods per the research objectives and data characteristics¹⁵

RESULTS AND DISCUSSION

The research data was obtained from 58 respondents who were students of class VII MTs Assalam Timbuseng. The characteristics of the respondents were relatively homogeneous in terms of age (12–13 years) and basic education background, thus providing a fairly representative picture for the context of the first secondary level madrasah. The distribution of questionnaire answers showed a positive tendency towards ice-breaking learning strategies. For example, 74% of students responded faster when teachers used innovative methods, and 84% feel more excited and less easily bored during learning. Meanwhile, indicators of

¹⁴ Jan Perret and others, 'Spatially Balanced Sampling Methods Are Always More Precise than Random Ones for Estimating the Size of Aggregated Populations', *Methods in Ecology and Evolution*, 13.12 (2022), pp. 2743–56, doi:10.1111/2041-210X.14015.

¹⁵ Gregor Buch and others, 'A Systematic Review and Evaluation of Statistical Methods for Group Variable Selection', *Statistics in Medicine*, 42.3 (2023), pp. 331–52, doi:10.1002/sim.9620.



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learning concentration also show a similar trend: 91% of students always pay attention to the teacher's explanations, and 95% follow the learning from start to finish. These findings agree that homogeneous respondents can show consistent attitudes towards the variables tested¹⁶

Prerequisite tests are carried out to ensure the validity of the simple regression analysis used. The normality test results with Kolmogorov-Smirnov showed a significance value greater than 0.05, so the data were normally distributed. Furthermore, the linearity test showed a linear relationship between ice breaking strategy and learning concentration, with a significance value of <0.05. Variance homogeneity tests were also carried out, and the results were consistent, so it can be ensured that the variance between data groups is relatively the same. Thus, the basic assumptions in parametric analysis are met, and simple linear regression analysis can be resumed without serious obstacles. These results follow the recommendations of Heinze (2024), who emphasizes the importance of prerequisite tests so that regression models do not result in interpretive bias¹⁷

The primary analysis using simple linear regression yielded the equation $\hat{Y} = 33.17 + 0.28X$. The positive regression coefficient of 0.28 shows that the improvement of ice-breaking strategies is directly proportional to the increase in students' learning concentration. The significance test using ANOVA showed a value of $F_{cal} = 7.23$, greater than $F_{table} = 4.01$ at a significance level of 5%. This indicates that the regression model is statistically significant, so the null hypothesis is rejected and the alternative hypothesis is accepted. In other words, the ice-breaking strategy really influences students' learning concentration in learning the Qur'an Hadith. These results support similar findings in interactive education research that suggest that creative activities can improve students' focus on learning¹⁸

The simple linear regression analysis carried out in this study produced a positive and significant regression coefficient. The following table shows a statistical summary of regression, including coefficients, determination values (R^2), F-values, and significance, to clarify the analysis results. This table serves as

¹⁶ Isa Steinmann, Rolf Strietholt, and Johan Braeken, 'A Constrained Factor Mixture Analysis Model for Consistent and Inconsistent Respondents to Mixed-Worded Scales.', *Psychological Methods*, 27.4 (2022), pp. 667–702, doi:10.1037/met0000392.

¹⁷ Georg Heinze and others, 'Regression without Regrets –Initial Data Analysis Is a Prerequisite for Multivariable Regression', *BMC Medical Research Methodology*, 24.1 (2024), p. 178, doi:10.1186/s12874-024-02294-3.

¹⁸ Reza Syehma Bahtiar and others, 'Fostering Creative Thinking in Elementary Education: Integrating Social Inquiry Learning with Interactive Audio-Visual Media', *At-Thullab: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 8.2 (2025), pp. 229–41, doi:10.30736/atl.v8i2.2220.



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a quantitative representation of ice-breaking strategies' influence on students' learning concentration.

Table 1. Regression Results

Variabel	Coefficient (B)	Std. Error	t-count	Sig. (p)
Konstanta (α)	33,17	4,52	7,34	0,000
Strategy Ice Breaking (X)	0,28	0,10	2,69	0,009

Table 2. Simple Linear Regression, ANOVA Summary, and Test Model

Statistics Model	Value
R ²	0,115
F-count	7,23
Sig. ANOVA	0,009

Based on tables 1 and 2 above, a positive regression coefficient of 0.28 indicates that every one-unit increase in the ice-breaking strategy score has implications for an increase in student learning concentration by 0.28 points. An R² value of 0.115 indicates that the ice-breaking strategy can explain 11.5% of the variation in learning concentration, while other factors outside the model influence the rest. The results of the ANOVA test produced a value of F_{cal} = 7.23 with a p-value of 0.009 < 0.05, so the regression model was declared significant. This means that the ice-breaking strategy really influences students' learning concentration in learning the Qur'an Hadith. These findings align with the study of Kurniawan and colleagues (2025), which emphasized the effectiveness of interactive methods in increasing student focus and engagement¹⁹

To clarify the analysis results, the regression table is compiled to display the coefficient value, F value, and significance. Descriptive data is also visualized through a bar chart showing the distribution of questionnaire answers. The graph shows that most respondents are in the "Always" and "Often" categories when responding to ice-breaking strategies and study concentration items. This visualization reinforces the narrative that ice-breaking is positively received and contributes significantly to a more conducive learning atmosphere. In line with

¹⁹ Wakib Kurniawan, Siti Rohmaniah, and Maulana Yusuf Abdillah, 'Innovation in Interactive Learning Methods to Enhance Student Engagement and Understanding in the Classroom: A Case Study of 10th-Grade Students at Madrasah Aliyah', *Edusoshum: Journal of Islamic Education and Social Humanities*, 5.3 (2025), pp. 230–39, doi:10.52366/edusoshum.v5i3.138.



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that, the presentation of data in the form of graphs helps to show trends that are not always readable from statistical figures alone ²⁰

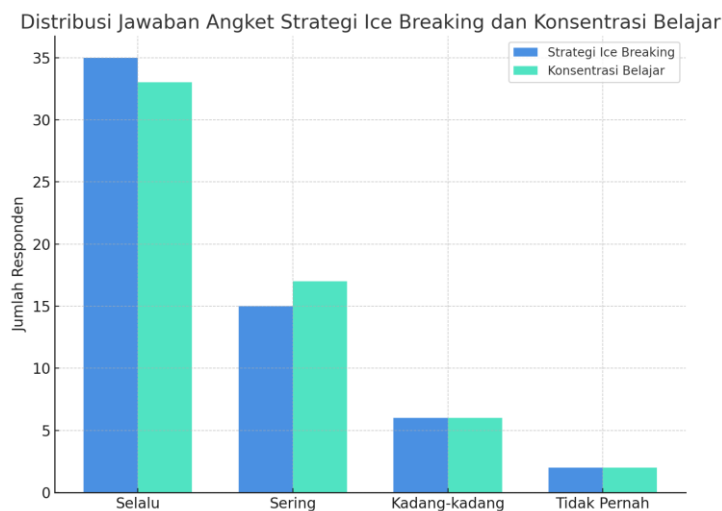


Figure 1. Ice Breaking Strategy and Learning Concentration Chart

It can be seen that the categories "Always" and "Often" dominate both the variables of ice-breaking strategy and study concentration. This means that most students consistently respond positively to the application of icebreakers, while showing a relatively high focus on learning. Meanwhile, the proportion of respondents in the "Sometimes" and "Never" categories was much smaller, indicating that few learners were not significantly affected by this strategy. This visualization reinforces the regression statistical findings that ice breaking has a real contribution to increasing students' learning concentration in learning the Qur'an Hadith.

In-depth interpretation showed that the most prominent indicators of learning concentration were full attention when the teacher explained (91%) and activeness in following learning from start to finish (95%). On the other hand, a small percentage of students (about 10–20%) still lack attention when the teacher babbles or when there is a distraction from outside the classroom. This indicates that although ice breaking is effective, the factors of teachers' teaching styles and learning environment conditions remain additional variables that affect concentration. Therefore, the study's results confirm that the ice-breaking strategy can be a significant pedagogical instrument, but still requires the support of adaptive teaching methods and good classroom management. These findings are

²⁰ Richie Ynot Mepieza, 'The Power of Ice Breaker Activity: Examining the Impact of Icebreakers on Student Participation and Engagement in the Classroom'.



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consistent with recent studies that emphasize integrating interactive approaches in improving the quality of learning in secondary schools ²¹

The results of this study clearly answer the formulation of the problem and confirm the hypothesis proposed, namely, the positive influence of ice-breaking learning strategies on the learning concentration of grade VII students of MTs Assalam Timbuseng. Simple linear regression analysis showed an F_{cal} value of 7.23, greater than F_{table} 4.01 at a significance level of 5%, so an alternative hypothesis was accepted. Thus, it can be ensured that the use of ice-breaking strategies has a significant impact on increasing students' learning concentration. These findings prove that the research hypothesis aligns with empirical data, where play-based classroom management strategies and creative interactions can strengthen students' learning focus ²²

Practically, the study's results also confirmed that students were more enthusiastic, not easily bored, and showed better attention to the material after being given an ice-breaking. The questionnaire data showed that 84% of students felt more excited, 91% always paid attention to the teacher's explanations, and 95% consistently followed learning from start to finish. Thus, ice breaking is not only an entertainment instrument, but an effective pedagogical strategy to maintain the continuity of learning concentration. This reinforces the view that learning concentration is important in absorbing material optimally ²³

With these results, the study confirms that the hypothesis is statistically proven and contextually relevant. The ice-breaking learning strategy applied by teachers can stimulate positive student responses in the affective (enthusiasm), cognitive (learning focus), and social dimensions (more fluid interaction in the classroom). Therefore, applying this method is very important in answering the learning needs of the 21st century, which demands a more dynamic and participatory learning atmosphere ²⁴

²¹ Tira Nur Fitria, 'BREAKING THE ICE IN THE CLASSROOM: USING ICE BREAKING IN THE TEACHING AND LEARNING PROCESS', *Borneo Journal of English Language Education*, 5.1 (2023), doi:10.35334/bjele.v5i1.4210.

²² Elina Jääskä and others, 'Game-Based Learning and Students' Motivation in Project Management Education', *Project Leadership and Society*, 3 (2022), p. 100055, doi:10.1016/j.plas.2022.100055.

²³ Yi Lin, Yangfan Lan, and Shunbo Wang, 'A Method for Evaluating the Learning Concentration in Head-Mounted Virtual Reality Interaction', *Virtual Reality*, 27.2 (2023), pp. 863–85, doi:10.1007/s10055-022-00689-5.

²⁴ Beatriz Pedrosa, Paz Peña, and Violeta Pina, 'Development and Diagnosis of a Teaching Experience Using Participatory Methods: Towards an Ecosystemic Learning in Higher Education', *Sustainability*, 12.15 (2020), p. 5996, doi:10.3390/su12155996.



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This finding is closely related to behavioristic theory, especially Skinner's concept of reinforcement, where stimuli in the form of play or creative activities can produce positive responses through increased attention and motivation to learn. In addition, the theory of motivation, Self-Determination, is also relevant because ice breaking builds emotional connection between students and teachers, thereby increasing intrinsic motivation. Compared to previous research, these results are consistent with the study of Amelia (2021), which showed an increase in learning concentration by 15% after the implementation of ice breaking, as well as the research of Sari and colleagues (2021), which found a positive effect on student attention in social studies learning.

However, this study also shows different nuances compared to previous studies that only emphasized the effect of ice breaking on motivation or learning outcomes without testing specific aspects of concentration. For example, Nuryana and Sunardin (2020) emphasize learning motivation more, while Romdhoni (2023) highlights PAI learning outcomes. Thus, this study complements the literature by focusing on learning concentration variables that were previously less explored. These results reinforce the argument that ice breaking can be a multidimensional strategy affecting motivation and learning outcomes, as well as cognitive aspects such as concentration.

Table 3. Relevant Past Research Summary

Researchers & Year	Research Context	Variables tested	Key Findings	constraints
Amelia (2021)	High School, experimental class	Ice breaking → Concentration	15% increase in concentration	Not in the context of madrasah
Sari et al. (2021)	Junior High School, Social Studies	Ice breaking → Atensi	Attention increases significantly	Social studies focus, not religion
Romdhoni (2023)	Junior High School, PAI	Ice breaking → Learning outcomes	Improved learning outcomes	No concentration test
Nuryana and Sunardin (2020)	junior high	Ice breaking → Motivation	Increased motivation 39%	Absenteeism concentration variable
Hafizah (2021)	High School	Ice breaking → Saturation	Decreased saturation	Not a study focus test



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Meanwhile, contextual interpretation shows that although ice-breaking strategies have a significant effect, other internal and external factors also affect student concentration²⁵ Internal factors include learning determination, emotions, and psychological conditions, while external factors include classroom noise, room temperature, and peer disturbances²⁶ Ice breaking effectively overcomes boredom and fatigue as external factors, but cannot wholly eliminate personal barriers. Therefore, this strategy should be combined with other approaches such as adaptive classroom management and varied learning methods²⁷

Furthermore, the results of this study confirm the importance of teachers as creative facilitators who can read classroom dynamics. Ice breaking is not the final goal, but a bridge to build active involvement and direct students' energy to learning activities²⁸ Therefore, the success of this strategy is also highly determined by the teacher's skill in integrating it with subject matter, teaching style, and the ability to create a conducive atmosphere. This is in accordance with the view that teacher factors greatly influence the effectiveness of learning strategies²⁹

The limitation of this study lies in the small scope of the population, namely 58 students in one madrasah, so generalization to a broader context must be done carefully³⁰ In addition, the analysis only uses simple linear regression,

²⁵ Defi Ajun, 'FACTORS AFFECTING THE CONCENTRATION OF SCHOOL', *Educational Praxis Journal*, 1.1 (2025), pp. 17–24, doi:10.32529/epj.v1i1.3884.

²⁶ Elisabet Simbolon, Taofik Taofik, and Dudung Amir Soleh, 'Analisis Dampak Lingkungan Kelas Terhadap Konsentrasi Belajar Siswa', *Irsyaduna: Jurnal Studi Kemahasiswaan*, 5.1 (2025), pp. 116–28, doi:10.54437/irsyaduna.v5i1.2099.

²⁷ FAZILAH IDRIS and WARDAH MUSTAFA DIN, 'FACTORS INFLUENCING THE CHOICES OF CONCENTRATION FIELD AMONG LIBERAL STUDIES STUDENTS IN UKM', *MALIM: JURNAL PENGAJIAN UMUM ASIA TENGGARA (SEA JOURNAL OF GENERAL STUDIES)*, 22.1 (2021), pp. 215–23, doi:10.17576/malim-2021-2201-16; He Xinran, 'The Influence of College Students' Self-Cognition and Learning Environment on Learning Concentration in Online Learning', in *2020 5th International Conference on Mechanical, Control and Computer Engineering (ICMCCE)* (IEEE, 2020), pp. 1850–54, doi:10.1109/ICMCCE51767.2020.00406.

²⁸ Jian Li and Eryong Xue, 'Dynamic Interaction between Student Learning Behaviour and Learning Environment: Meta-Analysis of Student Engagement and Its Influencing Factors', *Behavioral Sciences*, 13.1 (2023), p. 59, doi:10.3390/bs13010059; Feifei Han, 'The Relations between Teaching Strategies, Students' Engagement in Learning, and Teachers' Self-Concept', *Sustainability*, 13.9 (2021), p. 5020, doi:10.3390/su13095020.

²⁹ Din Oloan Sihotang and Ricardo Sitinjak, 'Strategy of Teacher in Improving the Learning Outcomes of Public Junior High School Students', *Jurnal Basicedu*, 8.2 (2024), pp. 1437–44, doi:10.31004/basicedu.v8i2.7375.

³⁰ Khem Raj Rauteda, 'Quantitative Research in Education: Philosophy, Uses and Limitations', *Journal of Multidisciplinary Research and Development*, 2.1 (2025), pp. 1–11, doi:10.56916/jmrd.v2i1.993.



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whereas other statistical models, such as multiple regression or SEM-PLS, can provide a more comprehensive picture³¹ Another challenge is that the concentration variable is influenced by many external factors that were not completely controlled in this study, such as the students' home atmosphere or emotional state. These limitations align with methodological criticism in educational quantitative research that demands stricter control of variables³²

Theoretically, this research has implications for strengthening behavioristic theories and learning motivation with empirical evidence from Islamic education in madrassas³³. Practically, teachers can make ice breaking a routine strategy to increase concentration, especially in the subject of the Qur'an Hadith, which requires high focus. This research also encourages education policymakers to provide special training for teachers regarding implementing adaptive interactive strategies in the classroom. Thus, the results of this study provide dual benefits: enriching educational theory while offering practical solutions to improve the quality of learning in madrassas³⁴.

The main contribution of this research is to present new empirical evidence on the role of ice breaking in learning the Qur'an Hadith, which has not been extensively researched before. This study not only expands the scope of the study on ice-breaking strategies, but also places it as a strategic variable that directly affects student learning concentration³⁵ This adds a new dimension to the Islamic education literature and provides a solid foundation for madrasah teachers

³¹ Carlton J. Fong and Yasmiyn Irizarry, 'Too Quant to Crit? Advancing QuantCrit Methodologies in Educational Psychology', *Contemporary Educational Psychology*, 80 (2025), p. 102341, doi:10.1016/j.cedpsych.2025.102341.

³² Laura Vernikoff and Emilie Mitescu Reagan, 'Interrogating Side Effects in Critical and Quantitative Research in Education', *Review of Research in Education*, 48.1 (2024), pp. 191–219, doi:10.3102/0091732X241255093.

³³ Yuyu Wahyudin, 'Application of Behavioristic Theory in Islamic Religious Education Learning', *Al-Fadlan: Journal of Islamic Education and Teaching*, 1.2 (2023), pp. 61–72, doi:10.61166/fadlan.v1i2.11; Doni Doni, Umi Kalsum, and Rabiatal Adawiyah Ahmad Rashid, 'Implementation of Behavioristic Learning Theory in Learning Islamic Religious Education (PAI) at Labschool Cibubur High School', *Al Hikmah: Journal of Education*, 5.1 (2024), p. 133, doi:10.54168/ahje.v5i1.300.

³⁴ Khairan Muhammad Arif, 'Revisiting Behaviourism Theory of Learning: An Outline with Islamic Education', *TSAQAFAH*, 18.2 (2022), p. 291, doi:10.21111/tsaqafah.v18i2.8554; Zainal Abidin Muhja and Meliani Indria Wijaya, 'Application of Behaviorist Theory Based on the Learning Experience of Students in Boarding School Environments', *Al-Hayat: Journal of Islamic Education*, 8.3 (2024), pp. 908–22, doi:10.35723/ajie.v8i3.689.

³⁵ Wan Nur Khalijah and others, 'Peranan Metode Pembelajaran Terhadap Minat Dan Prestasi Belajar Al-Qur'an Hadis', *Al-Wasathiyah: Journal of Islamic Studies*, 2.2 (2023), pp. 267–78, doi:10.56672/alwasathiyah.v2i2.97.



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to apply a more creative approach³⁶ These findings can also be used as a reference in developing curriculum policies and teacher training to support the implementation of innovative, fun, and effective learning strategies³⁷

CONCLUSION

The results of this study briefly show that the application of ice-breaking learning strategies has a significant effect on students' learning concentration in the subject of Al-Qur'an Hadith grade VII MTs Assalam Timbuseng. Statistical analysis proves that the research hypothesis is accepted, namely that the more intensively the ice-breaking strategy is applied, the higher the level of student concentration during the learning process. These findings confirm that the ice-breaking strategy is not just a classroom refreshment activity, but has a real pedagogical meaning in increasing learning focus and maintaining the continuity of students' attention.

Theoretically, this study strengthens the view in behavioristic and motivational learning theories that emphasize the importance of external stimuli in shaping more focused learning behaviors. Thus, this study expands the understanding of the role of ice-breaking strategies not only in increasing motivation or learning outcomes, but also in strengthening aspects of student concentration that are often overlooked. In practical terms, these findings have important implications for teachers and educational institutions to more actively integrate interactive strategies such as ice breaking into learning, making the learning process more conducive, fun, and effective.

In the future, this research is relevant as a foothold for developing follow-up studies involving other variables such as intrinsic motivation, teacher teaching style, or learning environment, with more complex design and analysis methods. Research in the context of other madrasas and with a larger number of respondents also needs to be carried out to make the results more general. Meanwhile, practical recommendations for school principals are to strengthen policies that support pedagogical innovation, for teachers to be more skilled in combining ice breaking with other learning strategies, and for students to actively participate in maintaining concentration during the learning process.

³⁶ Abdurrahman Said, 'MEDIA PEMBELAJARAN DAN SUMBER BELAJAR: PERSPEKTIF AL-QURAN DAN HADITS', *Jurnal Pendidikan Islam*, 13.1 (2023), pp. 16–34, doi:10.38073/jpi.v13i1.995.

³⁷ Rahmi Afriani and others, 'The Role of Al-Quran Hadith Teachers in Increasing Qur'an Reading Interest During the Digital Age', *ISLAMIC PEDAGOGY: Journal of Islamic Education*, 1.1 (2023), pp. 1–17, doi:10.52029/ipjie.v1i1.143.



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