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# Use of Ice-Breaking Methods in Increasing Student Concentration Amid Online Learning During COVID-19 Pandemic

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## ABSTRACTS

This research aims to apply ice-breaking methods in increasing student concentration in the midst of online learning during the COVID-19 pandemic. This research uses quantitative research methods. The result of this research is that the application of the ice-breaking method can increase students' concentration in the midst of online learning during the COVID-19 pandemic. Because the presence of the ice-breaking method in the middle of learning can make students concentrate more, with the situation during the pandemic and a supportive education system, as well as increasingly advanced technology that can support students and teachers in the decision-making process. This research was conducted to determine how much influence the use of the ice-breaking method has on increasing student concentration in the midst of online learning during the COVID-19 pandemic.



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## 1. INTRODUCTION

Mid-2020, the world was shocked by the outbreak of the COVID-19 virus, as well as in Indonesia. This situation causes daily activities to be disrupted, and causes a lot of losses in various fields. The country's economy has slumped, public health is of great concern because many are exposed to the virus, and education is hampered because it is done online. The WFH (Work from Home) system implemented in Indonesia also has an impact on the education system. The government is trying its best to find ways to keep learning activities carried out (Irwanto, *et al.*, 2021; Soegoto, *et al.*, 2022a). One way is to implement learning activities at home that are supported by supporting applications as learning media such as Google Classroom, Google Meet, Zoom Meeting, and so on. Starting from mid-2020, the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, Nadiem Anwar Makarim has stated that online learning is aimed at preventing the spread of the COVID-19 virus as stated in the Circular Letter of the Minister of Education and Culture Number 3 of 2020 concerning Prevention of COVID-19 in Education Unit, and Number 36962/MPK.A/HK/2020 concerning Online Learning and Working from Home in the Context of Preventing the Spread of Corona Virus Disease (COVID-19), as well as Circulars and instructions from Regional Heads, and Rectors of each University (Robinson, *et al.*, 2021).

In the application of online learning, efforts are needed from teachers, students, and also parents, especially when carrying out online learning face-to-face via virtual. With online learning, teachers must always prepare material in the form of media presentations and videos to be taught by their students with always supervised by parents so that children learn correctly (Gómez & Suárez, 2021). When studying, concentration is needed. Learning concentration is the ability to focus on the lesson. The focus is on the content of learning materials and the process of obtaining them. So, when learning with the online method, the teachers must be ready to provide interesting material and the need for exciting learning methods so that students can concentrate during the learning period. In learning also allows students to play different roles and produce realistic 'real life' outcomes, such as non-digital board games, Participology and Geogopoly, and illustrates how to understand students' understanding of planning and people. This game can be used to eliminate student boredom in learning. Pedagogical and practical considerations involved in game design in teaching, It will also increase students' understanding in teaching and learning (Rusyani, *et al.*, 2021; Dimitriadou, *et al*., 2021).

In listening to the material, students must feel tired and bored in conditions of learning from home that are not conducive. Therefore, the ice breaking method was born in increasing student concentration in the midst of online learning during this COVID-19 pandemicIce-breaking is also intended to build a dynamic, passionate, and enthusiastic learning atmosphere. Ice-breaking is a game or activity that serves to change the atmosphere of rigidity in the group. As for another purpose of ice-breaking, explaining that ice-breaking is a game or activity that serves to change the atmosphere of rigidity in the group (Susanti & Jannah, 2021).

Ice breaking shows that in general, the main task of the teacher is to plan, guide, and evaluate the teaching and learning process. The ice breaking method is an effort to carry out fun learning, train students' concentration, so that students feel comfortable in learning, reduce boredom in learning, and help students get to know each other. The use of this learning method has been done for a long time and without us knowing it we found it when we were studying at school before the pandemic (Pratama, *et al*., 2021).

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Based on this, the author has an idea, namely the use of the ice-breaking method in increasing student concentration in the midst of online learning during the COVID-19 pandemic. It is hoped that this idea can be a solution for teachers in teaching their students during the COVID-19 pandemic. In addition, this idea can be a target for students to mingle and familiarize themselves with other students and train students' concentration in learning. This idea can also provide positive feedback on Indonesian education so that learning does not always have to be rigid and monotonous.

## 2. METHODS

This study uses a survey method with a quantitative approach and the analysis used is descriptive, and to analyze the frequency of respondents' responses using SPSS version 25. The population in this study were high school students in Bandung who used online learning methods during the covid-19 pandemic. Because the population is too large, one of the non-probability sampling techniques used is purposive sampling. Purposive sampling is a sampling technique with certain considerations. Due to limited funds and time as well as a fairly large population, the determination of the sample based on Malhotra's opinion, namely the number of samples can be considered appropriate because the large number of samples taken is determined by multiplying the number of variables/indicators, namely 6 indicators x 4 = 24, thus the sample used is 24 students used online learning methods during the covid-19 pandemic (Fitriawati & Lestari, 2021; Soegoto, *et al*., 2022b).

## 3. RESULTS AND DISCUSSION

In this research, descriptive analysis was used to explain each of the most dominant indicators of respondents' responses to the variable Using the Ice-Breaking Method in Increasing Student Concentration Amid Online Learning During the COVID-19 Pandemic (Soegoto, *et al*., 2022b). The SPSS version 25 computer program was used to simplify the use of the formula and the following equation was obtained:

$$r = \frac{n\sum - (\sum x\,(\sum y)}{\sqrt{\{n\Sigma x^2 - (\Sigma x)^2\}(n\Sigma y^2 - (\Sigma y)^2}}$$

**Tables 1**-**2** show the validity and reability test results, respectively. Based on the results of the respondent's data in **Table 1**, it can be concluded that all items are declared valid, because the value of rcount > rtable = 0.404 at = 5%.

From the **Table 2**, **Table 2** shows that the results of the analysis of the reliability test with Cronbach's alpha = 0.755 of 6 variable items. The reliability value of 0.755 is a moderate value. So that this questionnaire is said to be consistent (reliable).

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**Table 1.** Validity Test.

| CORRELATIONS | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | **Teacher help students who have difficulty concentratiing** | **Students feel bored if the teacher only conveys the material** | **More and more cases of students having difficulty concentrating** | **Parents participate in increasing student concentration** | **Teachers use different learning media in each meeting** | **Students feel their concentration increases when interspersed with games in the middle of the online learning process** | **Score** |
| **Teacher help students who have difficulty concentratiing** | Pearson Correlation | 1 | .074 | .238 | .492* | .547** | .203 | .612** |
| | Sig. (2-tailed) | | .730 | .262 | .015 | .006 | .341 | .001 |
| | N | 24 | 24 | 24 | 24 | 24 | 24 | 24 |
| **Students feel bored if the teacher only conveys the material** | Pearson Correlation | .074 | 1 | .610** | -.089 | .220 | .774** | .652** |
| | Sig. (2-tailed) | .730 | | .002 | .680 | .301 | .000 | .001 |
| | N | 24 | 24 | 24 | 24 | 24 | 24 | 24 |
| **More and more cases of students having difficulty concentrating** | Pearson Correlation | .238 | .610** | 1 | .294 | .444* | .586** | .780** |
| | Sig. (2-tailed) | .262 | .002 | | .164 | .030 | .003 | .000 |
| | N | 24 | 24 | 24 | 24 | 24 | 24 | 24 |
| **Parents participate in increasing student concentration** | Pearson Correlation | .492* | -.089 | .294 | 1 | .357 | .142 | .546** |
| | Sig. (2-tailed) | .015 | .680 | .164 | | .087 | .509 | .006 |
| | N | 24 | 24 | 24 | 24 | 24 | 24 | 24 |
| **Teachers use different learning media in each meeting** | Pearson Correlation | .547** | .220 | .444* | .357 | 1 | .318 | .701** |
| | Sig. (2-tailed) | .006 | .301 | .030 | .087 | | .130 | .000 |
| | N | 24 | 24 | 24 | 24 | 24 | 24 | 24 |
| **Students feel their concentration increases when interspersed with games in the middle of the online learning process** | Pearson Correlation | .203 | .774** | .586** | .142 | .318 | 1 | .760** |
| | Sig. (2-tailed) | .341 | .000 | .003 | .509 | .130 | | .000 |
| | N | 24 | 24 | 24 | 24 | 24 | 24 | 24 |
| **Score** | Pearson Correlation | .612** | .652** | .780** | .546** | .701** | .760** | 1 |
| | Sig. (2-tailed) | .001 | .001 | .000 | .006 | .000 | .000 | |
| | N | 24 | 24 | 24 | 24 | 24 | 24 | 24 |

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

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**Table 2.** Reability Test.

| RELIABILITY STATISTICS | |
|---|---|
| **Cronbach's Alpha** | **N of Items** |
| .755 | 6 |

**Table 3** describes the respondents by gender. From these data it shows that those who answered the questionnaire from 24 total students, 21 were female students and the rest were male students.

**Table 3.** Respondent by gender.

| GENDER | | | | | |
|---|---|---|---|---|---|
| | | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| Valid | Male | 3 | 12.5 | 12.5 | 12.5 |
| | Female | 21 | 87.5 | 87.5 | 100.0 |
| | Total | 24 | 100.0 | 100.0 | |

**Table 4** describes the respondents by grade. From the data above, it shows that 11 of the 24 students are class X students.

**Table 4.** Respondent by grade.

| GRADE | | | | | |
|---|---|---|---|---|---|
| | | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| Valid | X | 11 | 45.8 | 45.8 | 45.8 |
| | XI | 4 | 16.7 | 16.7 | 62.5 |
| | XII | 9 | 37.5 | 37.5 | 100.0 |
| | Total | 24 | 100.0 | 100.0 | |

Based on the **Table 5**, it shows that most of the answers to the first question were 11 students out of 24 students who answered strongly agree or as many as 45.8% of students answered strongly agree. Which means that they strongly agree that the presenter teacher helps students who have difficulty concentrating (Tarmawan, *et al*., 2021; Febriansyah, *et al*., 2021a; Febriansyah, *et al*., 2021b).

**Table 5.** Answers to the first question.

| TEACHERS HELP STUDENTS WHO HAVE DIFFICULTY CONCENTRATING IN THE MIDST OF ONLINE LEARNING DURING THE COVID-19 PANDEMIC | | | | | |
|---|---|---|---|---|---|
| | | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| Valid | 1 | 1 | 4.2 | 4.2 | 4.2 |
| | 2 | 6 | 25.0 | 25.0 | 29.2 |
| | 3 | 6 | 25.0 | 25.0 | 54.2 |
| | 4 | 11 | 45.8 | 45.8 | 100.0 |
| | Total | 24 | 100.0 | 100.0 | |

Based on the **Table 6,** it shows that the most answers to the second question were 12 students out of 24 students who answered strongly agree or as many as 50% of students answered strongly agree. Which means they strongly agree that students feel bored if the teacher only conveys the material and does not use the ice breaking method.

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**Table 6.** Answers to the second question.

| STUDENTS FEEL BORED IF THE TEACHER ONLY CONVEYS THE MATERIAL AND DOES NOT USE THE ICE BREAKING METHOD IN THE ONLINE LEARNING PROCESS | | | | | |
|---|---|---|---|---|---|
| | | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| **Valid** | 1 | 4 | 16.7 | 16.7 | 16.7 |
| | 2 | 3 | 12.5 | 12.5 | 29.2 |
| | 3 | 5 | 20.8 | 20.8 | 50.0 |
| | 4 | 12 | 50.0 | 50.0 | 100.0 |
| | Total | 24 | 100.0 | 100.0 | |

Based on the **Table 7**, it shows that the most answers to the third question were 14 students from 24 students who answered strongly agree or as many as 58.3% of students answered strongly agree. Which means they strongly agree that there are more and more cases of students having difficulty concentrating in online learning during the Covid-19 pandemic.

**Table 7.** Answers to the third question.

| THERE ARE MORE AND MORE CASES OF STUDENTS HAVING DIFFICULTY CONCENTRATING IN ONLINE LEARNING DURING THE COVID-19 PANDEMIC | | | | | |
|---|---|---|---|---|---|
| | | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| **Valid** | 1 | 2 | 8.3 | 8.3 | 8.3 |
| | 2 | 2 | 8.3 | 8.3 | 16.7 |
| | 3 | 6 | 25.0 | 25.0 | 41.7 |
| | 4 | 14 | 58.3 | 58.3 | 100.0 |
| | Total | 24 | 100.0 | 100.0 | |

Based on the **Table 8**, it shows that the most answers to the fourth question were 9 students out of 24 students who answered strongly agree or as many as 37.5% students answered strongly agree. Which means they strongly agree that parents participate in increasing students' concentration.

**Table 8.** Answers to the fourth question.

| PARENTS PARTICIPATE IN INCREASING STUDENT CONCENTRATION IN ONLINE LEARNING DURING THE COVID-19 PANDEMIC | | | | | |
|---|---|---|---|---|---|
| | | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| **Valid** | 1 | 5 | 20.8 | 20.8 | 20.8 |
| | 2 | 4 | 16.7 | 16.7 | 37.5 |
| | 3 | 6 | 25.0 | 25.0 | 62.5 |
| | 4 | 9 | 37.5 | 37.5 | 100.0 |
| | Total | 24 | 100.0 | 100.0 | |

Based on the **Table 9**, it shows that the most answers to the fifth question are as many as 10 students from 24 students who answered agree or as many as 41.7% students answered strongly agree. Which means they strongly agree that teachers use different learning media in each meeting.

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**Table 9.** Answers to the fifth question.

| TEACHERS USE DIFFERENT LEARNING MEDIA AT EACH MEETING IN THE ONLINE LEARNING PROCESS DURING THE COVID-19 PANDEMIC | | | | | |
|---|---|---|---|---|---|
| | | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| **Valid** | 1 | 4 | 16.7 | 16.7 | 16.7 |
| | 2 | 3 | 12.5 | 12.5 | 29.2 |
| | 3 | 10 | 41.7 | 41.7 | 70.8 |
| | 4 | 7 | 29.2 | 29.2 | 100.0 |
| | Total | 24 | 100.0 | 100.0 | |

Based on the **Table 10**, it is shows that the most answers to the sixth question are 7 students out of 24 students who answered strongly agree or as many as 29.2% of students answered strongly agree and as many as 7 students from 24 students answered agree or as many as 29.2% of students who answered agree . Which means they strongly agree and agree that students feel their concentration increases when interspersed with games in the middle of the online learning process.

**Table 10.** Answers to the sixth question.

| STUDENTS FEEL THEIR CONCENTRATION INCREASES WHEN INTERSPERSED WITH GAMES IN THE MIDDLE OF THE ONLINE LEARNING PROCESS DURING THE COVID-19 PANDEMIC | | | | | |
|---|---|---|---|---|---|
| | | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| **Valid** | 1 | 5 | 20.8 | 20.8 | 20.8 |
| | 2 | 5 | 20.8 | 20.8 | 41.7 |
| | 3 | 7 | 29.2 | 29.2 | 70.8 |
| | 4 | 7 | 29.2 | 29.2 | 100.0 |
| | Total | 24 | 100.0 | 100.0 | |

## 4. CONCLUSION

Based on the results of the study, it was found that the use of the ice breaking method proved to be very influential in increasing student concentration in the midst of online learning during the Covid-19 pandemic, as evidenced by a survey distributed to high school students. all survey questions have a strongly agree result.

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## 6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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