



## The Influence of Using Ice Breaking on Students' Interest in Learning the Al-Quran and Hadith Subject in Madrasahs

Muhammad Kamil Nasution<sup>1</sup>, Muh Zacky Fadhil Rachmat<sup>2</sup>

<sup>1</sup> Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan, Indonesia

<sup>2</sup> Universitas Al-Azhar Cairo, Egypt

Email: [kamilnasution9090@gmail.com](mailto:kamilnasution9090@gmail.com)<sup>1</sup>; [zackyfadil2@gmail.com](mailto:zackyfadil2@gmail.com)<sup>2</sup>

### Abstract

*This study aims to determine the effect of ice breaking on students' learning interest in Al-Qur'an Hadist subject for seventh-grade students at MTsN 4 Tapanuli Selatan. This research employed a quantitative approach with an experimental method. The population consisted of all seventh-grade students, with a sample of 38 students divided into experimental and control classes. The research instrument was a learning interest questionnaire consisting of 31 items that had been tested for validity and reliability. Data analysis techniques included normality tests, homogeneity tests, and hypothesis testing. The results showed that the average learning interest score in the experimental class was 88, while the control class scored 79. The hypothesis test results indicated a significance value of  $0.00 < 0.05$ , indicating that the use of ice breaking has a significant effect on students' learning interest.*

**Keywords:** Al-Qur'an Hadis, Ice Breaking, Learning Interest.

### PRELIMINARY

A monotonous and lack-of-variety learning process can lead to low student interest in learning. This often occurs in Qur'an and Hadith learning, which is still dominated by lectures, which tend to make students passive and easily bored. Low learning interest results in a lack of attention, concentration, and engagement during the learning process. Educators' creativity is essential to accommodate students' learning needs and interests. The learning process should engage students, thus increasing their level of concern and interest in learning. Therefore, the use of icebreakers in learning is one method that educators can use when students are in a lazy phase (Siswando, 2022).

Given the above phenomenon, educators' role is not limited to teaching, which simply provides material. They also foster student interest in learning, fostering a sense of engagement and motivation to pursue knowledge. Boredom and fatigue during learning are obstacles for students, so educators must be able to create new innovations to help students overcome these obstacles through icebreakers (Nasution, 2022).

One strategy that can be used to address these issues is the application of icebreaking techniques. Icebreaking serves to lighten the learning atmosphere, increase focus, and raise students' enthusiasm for learning (Agustina et al., 2021). Previous research also shows that icebreaking can increase student concentration and engagement in the learning process (Mustika & Algivari, 2022).

Educators must be able to provide and design a variety of enjoyable activities to create optimal learning conditions. A pleasant learning atmosphere is a factor that greatly influences students in carrying out the learning process in the classroom. A pleasant learning process will make it easier for students to accept lessons without coercion and pressure, so that the process of transferring knowledge conveyed by educators to their students runs well. Learning is said to be interesting if there is a pleasant atmosphere that makes students focus on learning. When educators explain learning in the classroom, most of the time is spent delivering learning materials in class without paying attention to how the students are in the

learning process (Hidayah, 2017). Based on these problems, this study examines the effect of the use of ice breaking on the learning interest of seventh-grade students in the Al-Qur'an Hadith subject at MTsN 4 South Tapanuli.

## METHOD

This research used quantitative research. Quantitative research is research based on the philosophy of positivism, which is scientific in nature because this research uses an experimental method with a quantitative approach. The study population was all seventh-grade students of MTsN 4 Tapanuli Selatan, with a sample of 38 students divided into an experimental class and a control class. The experimental design used in this study was a Pretest and Posttest One Group Design (Rangkuti, 2016).

This study has an independent variable (using Ice Breaking) and a dependent variable (Learning Interest). Data from both variables were obtained through a questionnaire. The study was conducted to determine the initial data from the population and samples that would be taken and used to obtain data, namely to determine the effect of ice breaking techniques on the learning interest of class VII students at MTsN 4 Tapanuli Selatan. While the questionnaire is data about students' learning interests. The sample in this study was class VII students of MTsN 4 Tapanuli Selatan, totaling 76 people using two classes. Class VII 3 as the Experimental class (ice breaking technique) and class VII 2 as the Control class (conventional method).

The research instrument was a learning interest questionnaire consisting of 31 statements. Data analysis was conducted using a t-test with the help of SPSS to determine differences in learning interest between the experimental and control classes.

## FINDINGS AND DISCUSSION

### *Learning Techniques*

A technique is a path, tool, or medium used by teachers to direct students' activities toward a desired goal. In the Great Dictionary of the Indonesian Language, technique is defined as a method or system for doing something, a way of making or performing something related to art. The word "technique" comes from the Greek word *techne*, meaning skill, "art," or expertise in systematically creating something (Algivari & Mustika, 2022).

Various learning techniques, namely, game-based learning, collaborative learning, visual learning, story-based learning, active learning and the use of educational technology (Hasibuan et al, 2024).

### *Ice Breaking*

An icebreaker is a game or activity that serves to change the atmosphere of a group. Icebreakers can be performed through games or other activities. However, the goal of all icebreaker activities is the same: to break the ice, making the training or learning process more effective. It refocuses the concentration of training participants or students (Sarudin et al., 2024).

Icebreaking is the transition from a boring, sleepy, and tense situation to a cheerful and enjoyable one through simple games. This activity is a favorite activity for everyone, regardless of age, because everyone experiences boredom while studying and desires a pleasant learning environment (Soenarno, 2018).

The benefits of ice breaking can refresh students' minds and create a passion for learning again. Ice breaking is very suitable for use in student activities that require concentration and focus, for example, workshops and seminars are the same in the world of education. Jamal explains the function of ice breaking as follows: "Ice breaking serves to strengthen concepts and return to the alpha state. However, educators must be careful in choosing the right ice breaking. This means that ice breaking should not take up class time (Jamal, 2015).

Types of icebreakers that educators can develop during the learning process at school. All existing icebreakers must be developed to optimize the learning process at school. An optimal learning process is expected to provide maximum learning outcomes. There are nine types of icebreakers that can serve as inspiration to arouse students' emotions during the learning process at school, namely: cheers, applause, songs, exercise, humor, games, stories/fairy tales, magic tricks, and audiovisuals (Pujiarti, 2022).

### ***Student Learning Interest***

Student learning interest is a strong tendency and enthusiasm or strong desire for something. Student learning interest is a personality aspect that reflects the desire and drive that arise from within an individual to choose similar objects. Student learning interest is a persistent tendency to pay attention to and remember certain activities (Zulqarnain et al., 2022).

There are seven characteristics of interest in learning as follows:

- 1) Interest grows along with physical and mental development. For example, changes in interest are related to student behavior.
- 2) Interest depends on learning activities. Readiness to learn is one of the factors that increase student interest.
- 3) Interest depends on learning opportunities. Learning opportunities are a valuable factor, as not all students have access to them.
- 4) The development of interests may be limited. This limitation may be due to physical conditions that do not allow it.
- 5) Interests are influenced by culture. Culture has a significant influence, because if culture begins to fade, interest may also fade.
- 6) Interest has emotional weight. Interest is related to feelings, meaning that if an object is experienced as something very valuable, a feeling of pleasure will arise which ultimately leads to interest.
- 7) Interest is egocentric, meaning that if a student likes something, then a desire to have it will arise.

Learning interest indicators are characteristics or signs that indicate the extent to which a student is interested and eager to learn. These indicators are important for measuring student engagement and motivation in the learning process.

### ***Learning the Quran and Hadith***

Etymologically, the word Al-Qur'an means reading, as it is derived from the word qiraa'at or qur'aan, the masdhar form of the word qara'a. Terminologically, the Qur'an is the miraculous word of Allah, revealed to the Prophet Muhammad through the angel Gabriel, written in a mushaf (mushaf), narrated in mutawatir (authentic) sequence, beginning with Surah Al-Fatihah and ending with Surah An-Nas.

Meanwhile, Hadith in its plural form is hidas, hudasa, and hudus. The meaning of Hadith according to Hadith experts is: "All words, all actions, and all circumstances or behavior of the Prophet SAW" (Sri Rezki Anggraini, 2017). Learning Al-Qur'an Hadith is the process of teaching, understanding and practicing the teachings contained in the Al-Qur'an and Hadith. This learning aims to instill Islamic values, improve the ability to read and understand sacred texts, and apply them in everyday life.

The objectives of learning the Al-Quran and Hadith are:

- 1) To foster students' love for the Quran and Hadith.
- 2) To equip students with the verses contained in the Quran and Hadith as guidelines for responding to and facing life.
- 3) To enhance students' understanding and application of the contents of the Quran and Hadith, grounded in scientific principles.
- 4) To understand and apply themes concerning humanity and its responsibilities on earth.
- 5) To provide insight, comprehension, and appreciation for the contents of the verses of the Quran and Hadith through role models and practice.

As the development of science and technology from the perspective of the Qur'an and Hadith as preparation for life in society as well as guidance and guidance in everyday life.

Based on the hypothesis testing, the results showed that the level of interest in learning the Qur'an and Hadith of class VII students of MTsN 4 South Tapanuli before the implementation of Ice Breaking was 75% of the established criteria. This means that the interest in learning the Qur'an and Hadith of class VII MTsN 4 South Tapanuli is included in the moderate category. This is supported by the results of research that generally teachers spend most of their time preparing materials in class, teachers do not pay attention to the conditions and abilities of students' comprehension or memory. Teaching is only used as an empty routine for the development of student knowledge (Khoerunisa, 2020).

Icebreakers are used in the Quran and Hadith subject because the material is text-based and doesn't require special teaching aids. Paper and a whiteboard are sufficient for explaining the material. Therefore, icebreakers are essential to lighten the mood and refocus students, ensuring effective learning.

The results showed that the average learning interest of students in the experimental class using icebreaking techniques was higher than that of the control class using conventional methods. The average learning interest score for the experimental class reached 88, while the average score for the control class was 79.

The t-test results showed a significance value of  $0.00 < 0.05$ , indicating a significant effect of icebreaker use on student learning interest. This finding aligns with research by Agustina et al. (2021), which found that icebreakers can improve concentration and create a more enjoyable learning environment. Furthermore, research by Fadhilah (2018) also demonstrated that icebreaker games positively impact student learning outcomes and interest. The application of ice breaking in learning the Qur'an and Hadith helps create a more lively classroom atmosphere, reduces boredom, and increases students' active participation in the learning process.

## CONCLUSION

Islamic religious education teachers play a strategic role in shaping the character of students who are faithful, educated, and have good morals. They help students develop their holistic potential and achieve the goals of Islamic education. Islamic religious education teachers play a strategic role in shaping the character of students who have good morals. Through teaching based on Islamic values, Islamic religious education teachers function not only as teachers but also as moral and ethical guides and role models for students. By implementing an integrative learning approach, teachers can instill religious values such as honesty, responsibility, discipline, and respect. This process is reinforced by habits, both in and out of the classroom, that encourage students to internalize these values in their daily lives.

The role of teachers in Islamic religious education also encompasses character development through creative teaching methods, such as discussions, studies, events, and worship practices. Islamic religious education teachers help create a supportive school environment where students feel valued and motivated to develop their full potential. Collaborating with parents and the community, Islamic religious education teachers act as agents of change to develop a generation that is not only academically intelligent but also possesses strong character, an Islamic personality, and is ready to face the challenges of the times.

## REFERENCES

- Adi, S. (2018). *Ice Breaker: Permainan Atraktif-Edukatif untuk Pelatiban Manajemen*. Yogyakarta: Andi Offset.
- Agustina, Marzatifa, L, M., & Inayatillah, I. (2021). *Ice Breaking: Implementasi, Manfaat dan Kendalanya untuk Meningkatkan Konsentrasi Belajar Siswa*. *Azkiya*, 6(2). <https://doi.org/10.32505/3013>.
- Fadhilah, A. (2018). Pengaruh Permainan *Ice Breaking* dalam Meningkatkan Hasil Belajar Peserta didik Mata Pelajaran PAI Kelas VII SMP Negeri 5 Kota Bengkulu. *Skrripsi*, Bengkulu: IAIN Bengkulu.
- Hasibuan, H. N., et al. (2024). Optimalisasi Pembelajaran Melalui Pendekatan, Strategi, Metode, dan Teknik Pembelajaran. *Counselia: Jurnal Bimbingan Konseling Pendidikan Islam* 5, no. 1. <https://doi.org/10.31943/counselia.v5i1.116>.
- Hidayah N., et.al, (2017), *Psikologi Pendidikan*, Malang: UM.
- Jamal, J. (2015). *Sudabkah Anda Menjadi Guru Berkarisma*. Yogyakarta: Diva Press.
- Mustika, D., & Algivari, A. (2022). Teknik Ice Breaking Pada Pembelajaran Tematik di Sekolah Dasar,” *Journal of Education Action Research*, 6(4). <https://doi.org/10.23887/jear.v6i4.53917>.
- Nasution A.Y, et. al. (2022). *Konsep Belajar dan Pembelajaran di Era 4.0*, Tasikmalaya: perkumpulan Rumah Cemerlang Indonesia.
- Nizar, R. A. (2016). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, PTK dan Penelitian Pengembangan*. Bandung: Citapustaka Media.
- Pujiarti, T. (2022), Pengaruh Penggunaan Teknik *Ice Breaking* Terhadap Hasil Belajar Matematika Siswa Sekolah Dasar. *Ainara Jurnal*, 3(1). <https://doi.org/10.54371/ainj.v3i1.113>.
- Sarudin, S., et al. (2024). Pengaruh Teknik Pembelajaran Aktif Terhadap Prestasi Akademik Siswa: Analisis Literatur Komprehensif. *Jurnal Ilmiah Edukatif*, 10(2). <https://doi.org/10.37567/jie.v10i2.3349>.
- Siswando M. B. E. (2022), *Alfa Zone With Ice Breaking Learning*. Jombang: Ainum Media.