Journal of Education, Social & Communication Studies, Volume 3, Number 3, Sep 2026, p. 201-212
e-ISSN 3048-1163
https://ojs.ptmjb.com/index.php/JESCS

Classroom management based on clap ice breaking to improve learning conduciveness

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Article information

Received : 02 Jul 2026
Revised : 10 Aug 2026
Accepted : 20 Aug 2026
Published : 02 Sep 2026

Abstract - This study aims to describe the implementation of classroom management based on clap ice breaking to enhance learning conduciveness in Grade 2 at MI NU Mathalibul Huda Mlonggo. The students tended to be active but had short attention spans and were easily distracted, which often caused the classroom to become noisy and less conducive to learning. This research applied a simple and fun ice breaking technique consisting of "Morning Clap" (1 clap), "Afternoon Clap" (2 claps), "Evening Clap" (3 claps), and "Night Clap" (accompanied by the "ssstttt" signal for complete silence). The results showed a significant improvement in classroom conduciveness, marked by reduced distractions, increased student attention, better classroom order, and a more enjoyable learning atmosphere. The clap ice breaking technique proved to be an effective, practical, and engaging strategy for classroom management. This study is expected to provide teachers with a simple yet powerful tool to create a conducive learning environment in elementary schools.

Keyword: classroom management, clap ice breaking, learning conduciveness, student attention, elementary education

1. Introduction

Classroom management is a fundamental component of effective teaching and learning, particularly in elementary education. A well-managed classroom creates a conducive learning environment characterized by students' sustained attention, orderly behaviour, active participation, and minimal distractions. Such an environment enables students to concentrate on learning activities, understand instructional materials more effectively, and develop positive learning habits that support academic achievement (Sardiman, 2018; Uno, 2019). Consequently, classroom management is not merely concerned with maintaining discipline but also with facilitating meaningful learning experiences through appropriate instructional strategies.

In elementary schools, maintaining classroom conduciveness is often challenging because young learners naturally possess high levels of curiosity, energy, and limited attention spans. This condition was observed in Grade 2 at MI NU Mathalibul Huda Mlonggo, where students frequently became distracted during mathematics lessons. While the teacher was explaining the material, students often engaged in side conversations, produced excessive noise, and shifted their attention away from learning activities. These behaviors reduced classroom order and negatively affected the effectiveness of the learning process. Therefore, practical classroom management strategies that can quickly regain students' attention while maintaining a positive classroom atmosphere are urgently needed.

One strategy that has attracted increasing attention is the use of **ice breaking** activities. Ice breaking consists of brief, enjoyable, and interactive activities designed to refresh students' attention, reduce boredom, and increase readiness to learn. Among various ice-breaking techniques, **clap ice breaking** combines rhythmic verbal and non-verbal signals that encourage students to respond collectively. In this study, the clap ice breaking routine consists of "Morning Clap" (one clap), "Afternoon Clap" (two claps), "Evening Clap" (three claps), and "Night Clap," followed by the "ssstttt" signal requiring complete silence. These structured signals function as immediate cues that help teachers restore students' attention and

classroom order in a simple, engaging, and non-threatening manner. Theoretically, such techniques are consistent with principles of behaviour management and active learning, which emphasize the importance of immediate reinforcement, student engagement, and enjoyable learning environments in maintaining classroom conduciveness (Sardiman, 2018; Uno, 2019).

Previous studies consistently report the positive contribution of ice-breaking activities to classroom learning. Ice breaking has been shown to increase students' engagement, motivation, concentration, participation, and enthusiasm while creating a more enjoyable classroom atmosphere (Sumindar & Setiawan, 2024; Uktufiyana & Wijaya, 2025; Nurhidayah et al., 2025; (Khuntia & Sahoo, 2025; Rini & Triastuti, 2024; Marshalina, 2025; Darma & Suwardana, 2024). Similarly, structured clap-based cues and rhythmic prompts facilitate smoother classroom transitions, reduce disruptive behaviors, and help teachers maintain students' attention throughout the learning process (Edulan et al., 2025; Gunawan et al., 2023; Mardiyani et al., 2026). Other studies demonstrate that interactive ice-breaking activities improve students' psychological readiness for learning by increasing concentration and learning motivation (Tussholihah, 2025; Nurhayati & Haifaturrahmah, 2025; Marpaung et al., 2026).

Effective teaching and learning are influenced by classroom management, instructional strategies, learner engagement, and supportive learning environments. Classroom management is shaped by organizational climate, teachers' emotions, self-efficacy, and emotional creativity, indicating that effective management requires both pedagogical and psychological competence (Bagheri Mousavi et al., 2022). Practical classroom-management strategies further emphasize planning, discipline, teacher–student interaction, and the creation of a positive classroom environment (Sokoto & Abubakar, 2024).

Instructional innovation also contributes to learning effectiveness. Structured techniques such as transition-action-details can support narrative writing, while interactive media such as Educard can increase students' cognitive engagement in vocabulary learning (Darma & Suwardana, 2024; Hernawati et al., 2024). Similarly, flipped classroom approaches encourage learner-centered participation and provide greater opportunities for active learning (Li & Guoyin, 2025). In language education, strategic speaking activities can strengthen English communicative competence, while explicit instruction on conjunctions can improve students' ability to produce coherent written texts (Zega, 2025; Gunas & Darong, 2025).

Recent research also highlights the contribution of innovative and technology-supported learning environments. Effective mathematics instruction requires adaptive teaching and learning management that responds to students' needs (Li, 2024). In online learning, social support can reduce learning burnout, particularly when students possess strong self-regulated learning skills (Huang et al., 2025). Likewise, high-simulation teaching provides realistic learning experiences that can strengthen nursing students' acquisition of specialized knowledge (Lin et al., 2024). Overall, the literature suggests that effective education depends on integrating sound classroom management with innovative pedagogy, active engagement, technology, and learner self-regulation to create more effective and responsive learning environments.

The existing literature also indicates that ice breaking serves as an effective classroom management strategy by reducing boredom, enhancing concentration, encouraging classroom participation, and supporting positive interactions among students (Purba et al., 2026; Erviana et al., 2023; Manurung et al., 2025). Interactive and game-based ice-breaking activities further stimulate students' interest and promote collaborative learning experiences (Darmayanti et al., 2023; Sri et al., 2023; Jamhurriah, 2023). Recent research additionally suggests that physical movement and rhythmic activities, including clap-based ice breaking, effectively improve students' focus and classroom atmosphere, particularly among young learners who naturally enjoy playful and kinesthetic learning experiences (Pratiwi et al., 2024; Susanto & Nurhayati, 2025; Rahayu, 2023). Furthermore, ice-breaking activities have also begun to be implemented in higher education to sustain student engagement beyond primary and secondary school contexts (Mertayasa et al., 2024).

Despite these encouraging findings, several limitations remain in the existing literature. Most previous studies rely on classroom action research, descriptive approaches, or literature reviews involving relatively small samples, limiting the ability to establish causal relationships and reducing the generalizability of the findings (Sumindar & Setiawan, 2024; Uktufiyana & Wijaya, 2025; Purba et al., 2026; Erviana et al., 2023; Manurung et al., 2025). In addition, many studies primarily assess students' perceptions, motivation, or enthusiasm rather than objective indicators of classroom conduciveness, academic performance, or long-term behavioral change (Tussholihah, 2025; Nurhayati & Haifaturrahmah, 2025; Marpaung et al., 2026). Research comparing different forms of ice breaking is also limited, making it difficult to determine which

techniques are most appropriate for specific age groups, learning objectives, or subject areas (Darmayanti et al., 2023; Sri et al., 2023; Jamhurriah, 2023). Moreover, investigations conducted in higher education, online learning, intercultural classrooms, and other diverse educational settings remain relatively scarce (Mariska & Harisnawati, 2025; Sumindar & Setiawan, 2024; Wajdi, 2018; Mertayasa et al., 2024). These limitations indicate the need for more rigorous empirical studies employing experimental or longitudinal designs and objective measures of learning outcomes.

More specifically, the implementation of structured clap ice-breaking routines as a classroom management strategy during mathematics lessons in Grade 2 of Indonesian Islamic elementary schools has received little scholarly attention. While previous studies generally examine ice breaking in broad educational contexts, limited evidence exists regarding the effectiveness of structured clap routines in improving classroom conduciveness among young learners during mathematics instruction. This gap represents the research problem addressed in the present study.

Therefore, this study aims to examine the implementation of **clap ice breaking** as a classroom management strategy to improve learning conduciveness in Grade 2 at MI NU Mathalibul Huda Mlonggo. The findings are expected to contribute empirical evidence regarding the practical application of structured clap ice breaking in elementary mathematics classrooms and enrich the literature on classroom management strategies that promote effective and engaging learning environments. This article is organized as follows. Section 2 describes the research method, Section 3 presents the results and discussion, and Section 4 provides the conclusions and recommendations.

2. Method

This study employed a descriptive qualitative approach to explore the implementation of classroom management based on clap ice breaking to improve learning conduciveness. The research was conducted as a classroom-based intervention aimed at solving practical problems faced by the teacher in daily learning activities.

2.1 Research Setting and Participants

The study was carried out in Grade 2 (Class 2F) at MI NU Mathalibul Huda Mlonggo, Jepara Regency, Central Java, Indonesia, during the even semester of the 2025/2026 academic year. The school is a private Islamic elementary institution located in a rural area. The participants consisted of 35 students (15 males and 20 females) with an average age of 7–8 years. The students were generally active and cheerful; however, they had short attention spans and were easily distracted, which frequently caused the classroom to become noisy and less conducive during mathematics lessons.

2.2 Intervention Procedure (Clap Ice Breaking Technique)

The core intervention was the implementation of a structured clap ice breaking routine as a classroom management tool. The technique consisted of four main signals that were introduced and practiced consistently:

- **Morning Clap**: One clap – used to start the lesson or regain initial attention.
- **Afternoon Clap**: Two claps – used during the lesson when students begin to lose focus.
- **Evening Clap**: Three claps – used to signal a transition or to increase energy when needed.
- **Night Clap**: Three claps followed by the verbal cue "sssttt" – used when the class becomes noisy or chaotic, requiring all students to stop activities and remain completely silent.

These signals were taught at the beginning of the semester and used consistently throughout the mathematics learning sessions. The teacher gave clear explanations and modeling, and students were given opportunities to practice the routines until they became habitual.

2.3 Data Collection Techniques

Data were collected using several techniques to ensure comprehensive information:

1. **Observation** Direct observation was conducted during mathematics lessons to record classroom atmosphere, level of noise, student attention, and response to ice breaking signals. Observation focused on indicators of conduciveness such as focus, order, participation, and speed of response to teacher cues.
2. **Documentation** Photographs and field notes were taken during the implementation to capture real classroom situations before and after using the clap ice breaking technique.

3. **Teacher Reflection Notes** Daily reflective notes were written by the researcher to record the effectiveness of each signal and overall classroom dynamics.
4. **Student Response** Informal interviews and simple questionnaires were used to gather students' perceptions regarding the ice breaking technique.

2.4 Data Analysis

The collected data were analyzed using qualitative descriptive methods. Data from observations and reflection notes were categorized, interpreted, and described narratively. The analysis focused on the effectiveness of the clap ice breaking technique in improving classroom conduciveness, including changes in student attention, reduction of noise, and overall learning atmosphere.

3. Results and Discussion

3.1 Results

The implementation of clap ice breaking as a classroom management strategy yielded significant improvements in the conduciveness of mathematics learning in Grade 2 at MI NU Mathalibul Huda Mlonggo. Prior to the intervention, classroom observations revealed that the learning environment was frequently disrupted. Although students were generally active and energetic, their attention span was short. During the teacher's explanations, many students easily became distracted by friends, objects around them, or external stimuli. This condition often led to increased noise levels, side conversations, and difficulty in maintaining classroom order. As a result, the overall conduciveness of learning was low, affecting the quality of mathematics instruction.

After the consistent application of the clap ice breaking technique, a clear positive transformation was observed. The four structured signals Morning Clap (1 clap), Afternoon Clap (2 claps), Evening Clap (3 claps), and Night Clap (with "sssttt" cue) were introduced gradually and practiced regularly. Students responded enthusiastically and quickly adapted to the routine.

The "Night Clap" signal proved to be the most powerful tool. Whenever the class became noisy or chaotic, the combination of three claps followed by the "sssttt" command immediately prompted all students to stop their activities and remain silent. This response became faster and more automatic over time. Consequently, the frequency and duration of classroom disruptions decreased substantially. Students' attention during explanations improved, transitions between learning activities became smoother, and the general classroom atmosphere turned calmer, more orderly, and more enjoyable.

In addition to reduced noise, qualitative observations noted increased student participation, faster response to teacher instructions, and a more positive emotional climate. The students appeared happier and more motivated to follow the lesson rules through this playful approach.

3.1.1 Initial Classroom Conditions Before the Implementation of Clap Ice Breaking

The preliminary classroom observations revealed that the mathematics learning environment in Grade 2 at MI NU Mathalibul Huda Mlonggo was characterized by a relatively low level of classroom conduciveness. Although the students demonstrated high enthusiasm and energy, these characteristics were not consistently directed toward learning activities. Instead, the students frequently exhibited behaviors associated with short attention spans, impulsive responses, and limited self-regulation. Such behaviors are understandable considering the developmental stage of second-grade elementary school students, who naturally require frequent stimulation and structured guidance to sustain their focus.

During teacher explanations, only a portion of the students maintained continuous attention. Several students engaged in conversations with classmates, while others looked around the classroom, played with stationery, or became distracted by minor environmental stimuli. These distractions often spread rapidly because students tended to imitate each other's behavior. Once a few students lost concentration, the classroom atmosphere gradually became noisier, making it increasingly difficult for the teacher to regain the students' attention.

Observations also indicated that classroom transitions represented one of the most problematic moments during instruction. When the teacher shifted from explaining mathematical concepts to giving exercises or organizing group activities, students required considerable time to settle into the next learning phase. Many continued previous conversations, moved around unnecessarily, or delayed following instructions. Consequently, valuable instructional time was lost, reducing the effectiveness of the learning process.

The teacher generally relied on verbal commands such as asking students to remain quiet or repeatedly calling for attention. While these commands occasionally restored order, their effectiveness tended to diminish when used repeatedly throughout the lesson. Students often required multiple reminders before responding appropriately, resulting in interruptions to lesson continuity. The repeated need to manage classroom behaviour also reduced the teacher's opportunity to focus on explaining mathematical concepts in greater depth.

The emotional climate of the classroom before the intervention was mixed. Students generally enjoyed attending mathematics lessons but displayed fluctuating engagement depending on the activities presented. When learning tasks became more demanding, several students quickly lost interest and redirected their attention toward social interaction with peers. Therefore, the classroom environment before the intervention could be characterized as active but insufficiently organized, where student enthusiasm existed but was not effectively managed to support optimal learning.

These initial findings demonstrated the necessity of introducing a classroom management strategy capable of attracting students' attention quickly while maintaining a positive learning atmosphere. Rather than relying solely on verbal discipline, an engaging and interactive management technique was considered more appropriate for young learners. This need became the basis for implementing clap ice breaking throughout the mathematics lessons.

3.1.2 Students' Responses to the Implementation of Clap Ice Breaking

The clap ice-breaking strategy was introduced gradually at the beginning of several mathematics lessons to ensure that students clearly understood each signal before integrating it into regular classroom routines. Four structured clap commands were employed, namely Morning Clap (one clap), Afternoon Clap (two claps), Evening Clap (three claps), and Night Clap, which combined three claps followed by the verbal cue "ssssttt." Each signal represented a specific classroom instruction that students were expected to recognize immediately.

During the initial implementation, students displayed considerable curiosity and excitement toward the new classroom routine. Unlike conventional verbal instructions, the clap signals were perceived as a fun activity rather than a disciplinary procedure. Students actively participated in practicing each clap sequence and quickly memorized the meanings associated with every signal. The repetitive practice during several learning sessions enabled students to internalize the routine naturally.

As implementation continued, students became increasingly responsive to the clap commands. The response time between the teacher's signal and the students' behavioural adjustment gradually shortened. Initially, several students required visual confirmation from classmates before responding. However, after repeated exposure, most students reacted immediately upon hearing the clap pattern without waiting for additional instructions.

The Night Clap emerged as the most effective signal among the four commands. Whenever classroom discussions became excessively noisy or students' attention shifted away from the lesson, the teacher initiated three claps followed by the "ssssttt" cue. Almost instantly, students stopped talking, faced the teacher, and remained silent. This pattern became increasingly automatic over time, suggesting that students had developed a conditioned response to the signal.

Observations also revealed that students viewed the clap routine positively. Many smiled while responding to the signals, and several anticipated the clap sequences enthusiastically during lessons. Rather than perceiving the intervention as a form of classroom control, students interpreted it as an enjoyable classroom tradition that involved everyone equally. This positive perception contributed to greater willingness to comply with classroom expectations without feelings of pressure or punishment.

Furthermore, the clap routine encouraged collective responsibility within the classroom. Students who responded promptly often reminded classmates who were slower to follow the signal. This peer influence strengthened classroom discipline through social cooperation instead of teacher-centered enforcement. Consequently, classroom management gradually shifted from external regulation by the teacher toward shared behavioural norms among students themselves.

The implementation process demonstrated that young learners respond particularly well to classroom management strategies that combine clear structure with enjoyable interaction. The clap ice-breaking technique successfully transformed classroom regulation into an engaging routine that students accepted enthusiastically.

3.1.3 Changes in Classroom Conduciveness During Mathematics Learning

Following several weeks of consistent implementation, substantial improvements were observed in the overall conduciveness of mathematics learning. The classroom atmosphere became noticeably calmer, more organized, and more supportive of instructional activities. These improvements were reflected across multiple aspects of classroom behaviour.

One of the most apparent changes involved classroom noise levels. Before the intervention, background conversations frequently continued while the teacher explained mathematical concepts. After implementing clap ice breaking, such disruptions occurred less frequently and lasted for much shorter periods. Whenever noise began to increase, the teacher simply initiated the appropriate clap signal, enabling the classroom to return to a quiet condition within a few seconds.

Students' attention during teacher explanations also improved considerably. More students maintained eye contact with the teacher and followed demonstrations without becoming distracted. The number of interruptions caused by unrelated conversations decreased substantially, allowing mathematical explanations to proceed more smoothly and efficiently.

Another important improvement concerned transitions between learning activities. Previously, moving from one instructional phase to another often consumed excessive time because students remained engaged in previous activities. After introducing clap signals, transitions became significantly faster. Students immediately recognized that a clap sequence indicated a change in classroom activity, enabling them to prepare materials, reorganize seating when necessary, or begin new assignments without prolonged delays.

The teacher likewise experienced greater ease in managing classroom activities. Rather than repeatedly raising their voice or issuing multiple verbal reminders, the teacher relied primarily on standardized clap signals. This approach reduced teacher fatigue while creating more instructional time for explaining concepts, providing feedback, and assisting students individually.

The mathematics learning process also became more efficient because fewer interruptions occurred throughout the lesson. Continuous instructional flow enabled students to follow mathematical procedures more systematically without frequent breaks in concentration. Consequently, the teacher was able to complete planned learning activities within the allocated instructional period more consistently.

Importantly, classroom discipline improved without creating an atmosphere of fear or excessive control. Students remained active, expressive, and willing to participate in discussions while demonstrating greater awareness of appropriate classroom behaviour. This balance between student activity and classroom order represented one of the most valuable outcomes of the intervention.

Overall, qualitative observations confirmed that clap ice breaking contributed significantly to establishing a learning environment characterized by orderly behaviour, efficient transitions, sustained attention, and reduced classroom disruptions. These improvements collectively enhanced the conduciveness of mathematics instruction.

3.1.4 Improvements in Student Participation, Motivation, and Emotional Classroom Climate

Beyond its contribution to classroom order, the implementation of clap ice breaking produced meaningful improvements in students' participation, motivation, and emotional engagement throughout mathematics learning.

Students became more willing to participate actively during classroom discussions. More students volunteered to answer mathematical questions, solve problems at the board, and engage in collaborative learning activities. Increased participation appeared to result from the more relaxed and enjoyable classroom atmosphere established through the clap routines.

The intervention also strengthened students' responsiveness to teacher instructions. Whether asked to prepare learning materials, form discussion groups, or complete exercises, students followed instructions more promptly than before. The clap signals served as effective attention-reset mechanisms that prepared students mentally for the next instructional task.

Observations further suggested that students demonstrated higher levels of learning motivation. Rather than viewing mathematics as a demanding subject requiring prolonged concentration, students experienced lessons as dynamic and interactive. The periodic clap activities provided brief moments of refreshment that prevented mental fatigue and maintained students' enthusiasm throughout the lesson.

The emotional climate within the classroom became noticeably more positive. Students frequently displayed smiles, laughter, and expressions of enjoyment while participating in clap routines. Positive emotional experiences appeared to reduce classroom tension and foster stronger relationships between the

teacher and students. Instead of associating classroom management with correction or punishment, students experienced it as an enjoyable shared activity.

Cooperative behaviour among students also increased. During clap routines, classmates naturally encouraged one another to respond appropriately, reinforcing collective responsibility for maintaining classroom order. This peer support contributed to a stronger sense of classroom community and mutual respect.

Teachers likewise benefited from the intervention. Reduced classroom disruptions allowed greater focus on instructional quality rather than behavioural management. The teacher reported experiencing less stress when regaining students' attention because the clap signals functioned effectively without requiring repeated verbal commands. This improved teacher confidence and contributed positively to overall classroom interaction.

Taken together, these findings indicate that clap ice breaking extended beyond a simple attention-getting technique. It functioned as an integrated classroom management strategy that simultaneously improved behavioural regulation, student engagement, learning motivation, social interaction, and emotional well-being. The combination of these outcomes created a highly conducive mathematics learning environment in which students could participate actively while maintaining appropriate classroom discipline. The findings therefore suggest that structured clap ice breaking represents an effective, practical, and developmentally appropriate classroom management strategy for lower elementary mathematics classrooms.

3.2 Discussion

The findings of this study confirm that clap ice breaking is a highly effective strategy for managing elementary classrooms, particularly for young students with high energy but limited attention spans. The significant improvement in learning conduciveness can be attributed to several interconnected factors.

First, the technique utilizes auditory and kinesthetic elements (clapping) that align with the developmental characteristics of second-grade students. Young learners tend to respond better to playful and physical signals rather than purely verbal instructions (Susanto & Nurhayati, 2025; Pratiwi et al., 2024). Second, the clear and consistent routine helped create predictability, which is essential for building student discipline and self-regulation (Rahayu, 2023; Sari & Nugroho, 2024).

Third, the "Night Clap + ssstttt" signal served as an efficient reset mechanism that restored order instantly without creating tension or negative emotions. This supports the theory that effective classroom management should combine firmness with fun elements (Uno, 2019; Wulandari et al., 2025).

These results are consistent with several recent Indonesian studies. Susanto and Nurhayati (2025) found that movement-based ice breaking significantly improved student focus and reduced off-task behavior in elementary classes. Similarly, Pratiwi et al. (2024) reported that rhythmic activities such as clapping helped enhance classroom atmosphere and teacher-student interaction. Rahayu (2023) also emphasized that simple, consistent routines are more sustainable for young learners compared to complex disciplinary systems. Furthermore, research by Sari and Nugroho (2024) highlighted the importance of positive and engaging classroom management techniques in fostering a conducive learning environment in rural schools.

The current study adds to this body of knowledge by specifically demonstrating the practical application of structured clap ice breaking in mathematics lessons. Unlike traditional authoritarian approaches, this method transforms classroom management into an enjoyable shared activity, which in turn increases student motivation and emotional engagement (Fitriani et al., 2025; Kurniawan, 2024).

However, the effectiveness of this technique relies heavily on teacher consistency and enthusiasm in implementing the signals. Future research could explore the long-term impact of this strategy on students' self-regulation skills or compare its effectiveness with other ice breaking methods.

The findings of this study demonstrate that the implementation of clap ice breaking significantly improved the conduciveness of mathematics learning in Grade 2 at MI NU Mathalibul Huda Mlonggo. The intervention successfully reduced classroom disruptions, accelerated students' responses to teacher instructions, facilitated smoother transitions between learning activities, and fostered a more positive emotional climate. These findings indicate that clap ice breaking functions not merely as an entertaining classroom activity but as a practical classroom management strategy that supports both behavioural regulation and effective learning. The improvement observed throughout the implementation suggests that simple, structured, and enjoyable routines can substantially influence the quality of classroom interaction,

particularly among young learners who naturally exhibit high levels of physical activity and relatively short attention spans.

One important explanation for these findings lies in the developmental characteristics of elementary school students. Children in the lower grades are still developing executive functioning skills, including sustained attention, impulse control, and self-regulation. Consequently, maintaining continuous concentration during teacher explanations is often challenging. Traditional classroom management strategies that rely heavily on repeated verbal commands frequently lose their effectiveness because young learners become habituated to hearing the same instructions. In contrast, clap ice breaking combines auditory stimulation, rhythmic movement, and playful interaction, making it more compatible with children's cognitive and behavioural development. The clap patterns provide immediate sensory cues that quickly capture students' attention without requiring lengthy explanations or corrective actions. Such findings support previous studies suggesting that movement-based and interactive classroom management strategies are particularly suitable for elementary-aged learners because they align with children's developmental needs and learning preferences (Susanto & Nurhayati, 2025; Pratiwi et al., 2024).

Another significant factor contributing to the success of the intervention is the establishment of consistent classroom routines. The four clap signals—Morning Clap, Afternoon Clap, Evening Clap, and Night Clap—were introduced systematically and practiced repeatedly until students understood the expected responses. Through repeated implementation, these signals gradually became habitual classroom procedures rather than isolated activities. As students repeatedly associated each clap pattern with a specific behavioural expectation, their responses became increasingly automatic. This gradual internalization reflects principles of behavioural learning, where consistent cues strengthen desired behavioural responses through repeated reinforcement. Instead of relying on external control through continuous verbal reminders, the classroom gradually developed self-regulating behavioural norms in which students responded collectively to familiar signals. Previous classroom management research similarly emphasizes that predictable routines reduce uncertainty, minimize behavioural disruptions, and encourage students to regulate their own behaviour independently (Rahayu, 2023; Sari & Nugroho, 2024).

Among the four clap variations, the Night Clap accompanied by the "ssstttt" cue emerged as the most effective strategy for restoring classroom order. Observational findings indicated that this particular signal consistently produced immediate silence and redirected students' attention toward the teacher. Unlike conventional disciplinary approaches that often involve raising the teacher's voice or issuing repeated warnings, the Night Clap functioned as a neutral and enjoyable reset mechanism. Students did not interpret the signal as punishment but rather as a familiar classroom routine requiring collective participation. This distinction is important because positive classroom management seeks to maintain order without generating anxiety, fear, or resistance among learners. By replacing corrective verbal commands with playful rhythmic cues, the teacher preserved a supportive classroom atmosphere while simultaneously maintaining instructional control. These findings reinforce the argument that effective classroom management should balance behavioural expectations with positive emotional experiences, enabling teachers to establish discipline without compromising students' psychological comfort (Uno, 2019; Wulandari et al., 2025).

The reduction in classroom noise observed during the implementation further demonstrates the practical value of clap ice breaking as an instructional support strategy. Before the intervention, learning was frequently interrupted by side conversations, unnecessary movement, and delayed transitions between classroom activities. These disruptions not only reduced instructional efficiency but also fragmented students' concentration during mathematics lessons. Following the implementation of clap signals, the duration and frequency of such interruptions declined substantially. Because students responded immediately to the clap routines, the teacher spent considerably less time regaining classroom attention. Consequently, instructional time could be allocated more effectively to explaining mathematical concepts, monitoring student understanding, and providing individualized assistance. Efficient classroom management therefore contributed indirectly to improving learning opportunities by maximizing the amount of effective teaching time available during each lesson.

The findings also demonstrate that clap ice breaking positively influenced students' emotional engagement with learning. Throughout the implementation, students consistently displayed enthusiasm, enjoyment, and willingness to participate in classroom activities. Rather than perceiving classroom rules as restrictive, students viewed the clap routines as enjoyable shared experiences that contributed to a friendly classroom atmosphere. Positive emotional experiences play a critical role in supporting children's learning

because emotions influence attention, memory, motivation, and classroom participation. When students experience enjoyment during learning, they become more receptive to instruction and more willing to engage actively in classroom discussions. The clap routines therefore functioned simultaneously as attention-management tools and motivational strategies that sustained students' interest throughout mathematics instruction.

An additional contribution of the intervention concerns the development of positive teacher–student interactions. Traditional disciplinary approaches often position teachers primarily as authority figures responsible for correcting undesirable behaviour. In contrast, clap ice breaking transformed classroom management into a collaborative activity in which teachers and students participated together. The shared rhythm of clapping reduced the psychological distance between teacher and learners while preserving the teacher's instructional authority. This collaborative atmosphere encouraged students to respond willingly rather than reluctantly to classroom expectations. Furthermore, peer influence became increasingly evident during implementation, as students who responded promptly often encouraged classmates to follow the signals appropriately. Such peer reinforcement strengthened classroom discipline through social cooperation rather than teacher-centred enforcement alone.

The present findings are consistent with previous empirical studies investigating the educational benefits of ice-breaking activities. Susanto and Nurhayati (2025) reported that movement-based ice breaking significantly enhanced students' concentration while reducing off-task behaviour in elementary classrooms. Likewise, Pratiwi et al. (2024) demonstrated that rhythmic classroom activities such as clapping improved classroom atmosphere, increased interaction between teachers and students, and sustained learners' attention during instructional activities. Similarly, Rahayu (2023) argued that establishing simple and consistent classroom routines is considerably more effective for young learners than implementing complicated disciplinary procedures, while Sari and Nugroho (2024) emphasized that positive classroom management practices contribute substantially to creating conducive learning environments, particularly in schools with limited educational resources. The consistency between the present findings and previous research strengthens the argument that structured, enjoyable, and predictable classroom management strategies provide substantial benefits for elementary education.

The current study also contributes new practical insights to the existing literature by demonstrating the effectiveness of structured clap ice breaking specifically within mathematics instruction. Mathematics is frequently perceived by young learners as a demanding subject that requires sustained concentration and sequential thinking. Consequently, maintaining students' attention becomes particularly important during mathematics lessons. The present findings suggest that periodic clap routines can effectively refresh students' attention without disrupting instructional continuity. Instead of interrupting learning, the brief clap activities function as cognitive reset opportunities that prepare students for subsequent instructional tasks. This practical contribution extends previous research by illustrating how clap ice breaking can be systematically integrated into subject-specific classroom management rather than being implemented solely as a general energizer activity (Fitriani et al., 2025; Kurniawan, 2024).

Despite the positive findings, several limitations should be acknowledged. First, the study was conducted in a single Grade 2 classroom within one elementary school, limiting the generalizability of the results to other educational settings. Classroom culture, teacher characteristics, and student demographics may influence the effectiveness of clap ice breaking in different contexts. Second, the study relied primarily on qualitative classroom observations, making it difficult to quantify precisely the magnitude of behavioural improvements or establish causal relationships. Future studies could incorporate mixed-method or experimental research designs involving larger participant samples, control groups, and standardized behavioural observation instruments. Quantitative measures of classroom engagement, attention, academic achievement, and instructional efficiency would provide stronger empirical evidence regarding the effectiveness of clap ice breaking.

Future research may also investigate the long-term influence of clap ice breaking on students' self-regulation, classroom responsibility, and social-emotional development. It would be valuable to examine whether repeated exposure to structured classroom routines enables students to develop independent behavioural control beyond teacher-directed signals. Comparative studies could also evaluate the relative effectiveness of clap ice breaking against other classroom management strategies, such as movement-based brain breaks, music-based transitions, digital attention signals, or cooperative learning routines. Furthermore, exploring the implementation of clap ice breaking across different grade levels,

subject areas, and educational contexts would contribute to a more comprehensive understanding of its applicability within diverse learning environments.

Overall, the findings indicate that clap ice breaking represents a simple, low-cost, and highly practical classroom management strategy capable of improving classroom conduciveness, increasing student engagement, facilitating smoother instructional transitions, and fostering positive emotional interactions during mathematics learning. When implemented consistently and enthusiastically by teachers, structured clap routines can transform classroom management from a corrective disciplinary process into an enjoyable collaborative experience that supports both effective teaching and meaningful student learning. These findings reinforce the importance of developmentally appropriate, positive, and interactive classroom management practices in creating learning environments that are orderly, motivating, and conducive to academic success.

4. Conclusion

This study concludes that classroom management based on clap ice breaking is an effective, practical, and engaging strategy for improving learning conduciveness in Grade 2 at MI NU Mathalibul Huda Mlonggo. The implementation of structured signals Morning Clap, Afternoon Clap, Evening Clap, and especially Night Clap with the "sssttt" cue successfully transformed the classroom atmosphere from frequently noisy and distracted to calmer, more focused, and conducive to learning.

The significant improvement in students' attention, reduction of disruptive behavior, and creation of a positive learning climate demonstrate that simple, fun, and consistent routines can be powerful tools in elementary classroom management. This approach is particularly suitable for young learners who are active but have short attention spans, as it combines physical movement, clear signals, and playful elements.

The success of this strategy aligns with the characteristics of elementary students and supports the idea that effective classroom management does not always require complex systems, but rather consistent, positive, and enjoyable practices. Clap ice breaking has proven to be a low-cost, easily implemented technique that can be used across various subjects, especially in mathematics lessons.

Recommendations For teachers, it is highly recommended to adopt and consistently apply the clap ice breaking technique as part of daily classroom routines. Proper introduction, modeling, and reinforcement are essential for long-term success.

For schools, providing training on innovative and playful classroom management strategies for teachers is encouraged to improve overall learning quality.

For future researchers, further studies could examine the long-term effects of this technique on students' self-regulation skills, academic achievement, or its effectiveness in different grade levels and subjects. Comparative studies with other ice breaking methods would also be beneficial.

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