

Efforts to Overcome Learning Saturation of Elementary School Children in Class V of SD Negeri 15 Klasabi, Sorong, Southwest Papua

Jamaludin Rumlus¹, Desti Rahayu², Asrul³, Heny Sri Astuti⁴
¹²³⁴Universitas Pendidikan Muhammadiyah Sorong, Southwest Papua, Indonesia
Correspondence: jamaludinrumlus@student.unimudasorong.ac.id¹

Abstract

Learning saturation is a common problem faced by elementary school students in the classroom learning process. This condition is characterized by boredom, loss of motivation, and decreased concentration, which negatively affects learning outcomes. This article aims to examine the factors causing learning saturation, describe teachers' efforts to overcome it, and analyze the effectiveness of strategies used in elementary schools. The method used is a case study with a qualitative approach. Data were collected through observation, semi-structured interviews, and documentation. Data analysis used Miles and Huberman's interactive model comprising data reduction, data presentation, and conclusion drawing. Data validity was ensured through source and technique triangulation. The study reveals that learning saturation is caused by internal factors (low motivation, physical fatigue) and external factors (monotonous methods, lack of media, unconducive classroom atmosphere). Effective teacher strategies include varied learning methods, ice breaking techniques, creative classroom management, and cooperative learning. These findings affirm that the active and creative role of teachers is crucial in determining the quality of elementary students' learning experiences.

KEYWORDS

learning saturation; elementary school students; learning strategies; teacher creativity; ice breaking.

Introduction

Education is one of the basic needs in human life. Through education, a person can gain knowledge, skills, and form a good character (Omeri, n.d.). Elementary school is the initial stage of formal education that has an important role in building children's abilities and development holistically (Kustiarini, Rusilowati, & Isdaryanti, 2024).

In the learning process in elementary school, students tend to prefer active, creative, and fun learning (Valentinna, Kurnianti, & Hasanah, 2024). Therefore, teachers are required to be able to create an interesting learning atmosphere so that students do not feel bored easily during the learning process. However, the reality in the field is that there are still many students who experience learning saturation in the classroom (Determinants of Factors Causing Learning Boredom in Students, 2024). Learning saturation is a condition when students feel bored, tired, lack of enthusiasm, and lose interest in learning (Zahara, Mutia, Rahayu, & Anggreini, 2023).

Learning saturation can be influenced by various factors, such as monotonous learning methods, lack of interesting learning media, less conducive classroom atmosphere (Rahma, R. O., Rahmawati, V., & Setyawan, 2022) and lack of active interaction between teachers and students (Anjani & Mulyanti, 2024). This condition causes students to become less focused, inactive in learning, and can even reduce student learning outcomes. ("Bibliometric Analysis of Research Trends on Learning Focus Ability in Elementary School Education," 2025)

The results of research conducted at SD Negeri 1 Kasugengan Lor show that teachers' efforts in overcoming learning saturation through the use of media variations,

learning strategies, and active interaction with students have proven to be effective in reducing student saturation levels (Rosidah & Faiz, 2021). Another finding from a study in grade 4 of SDN 2 Singorojo identified that learning saturation is triggered by various internal factors of students that affect their enthusiasm for learning (Prayoga & Purbasari, 2022). Based on the results of observations at SD Negeri 15 Sorong City, there are still some students who are less enthusiastic when participating in learning in the classroom. Some students look less focused, often talk to friends, and are less active in participating in teaching and learning activities.

If learning saturation is not addressed immediately, it can have an impact on decreased learning motivation, low learning outcomes, and lack of student participation in the learning process. Therefore, appropriate efforts are needed to overcome student learning saturation through the use of creative, innovative, and fun learning methods.

Research on the application of ice breaking techniques in elementary school lower grades (Perdana & Praktikno, 2026) proves that interactive and fun learning strategies have succeeded in increasing students' interest in learning, especially in subjects that are considered difficult (Fa'izah et al., 2026). Teachers' creativity in managing the classroom through checking student conditions, using learning media, structuring the learning environment, and providing motivation has also proven to be effective in overcoming boredom (Ferdian, 2026).

Although previous studies have shown that a variety of learning media, ice breaking techniques, and teachers' creativity can reduce the learning saturation of elementary school students, these studies remain methodologically and contextually limited (Amini & Rofilah, 2023). The study conducted at SD Negeri 1 Kasugengan Lor, for example, focused only on evaluating the effectiveness of media variation and teaching strategies without examining how these strategies interacted with students' internal characteristics or how the strategies were perceived by students themselves (Rosidah & Faiz, 2021). Meanwhile, the study at SDN 2 Singorojo focused primarily on identifying students' internal factors, such as low motivation and physical fatigue, as the main causes of learning saturation, without examining the specific classroom interventions teachers used to address these factors or triangulating the perspectives of teachers, students, and school leadership (Prayoga & Purbasari, 2022). Neither study analyzed, in an integrated way, the relationship between the causes of learning saturation, the form of teacher intervention in the classroom, and students' perception of the effectiveness of these strategies in the context of elementary schools in the Southwest Papua region. This gap suggests that existing research has not yet produced a comprehensive, multi-perspective account of how teachers diagnose and respond to learning saturation in everyday classroom practice. This research has novelty in three aspects. First, the research was conducted at SD Negeri 15 Klasabi, Sorong Manoi District, Sorong City, which has different characteristics of students and social environment from the previous research location which was mostly on the island of Java, thus providing an empirical picture of the phenomenon of learning saturation in the context of basic education in the Eastern Indonesia region (Simbolon, 2019). Second, this study integrates data from classroom teachers, students, and principals through a triangulation process so as to be able to identify the appropriateness and differences in perceptions regarding the causes of learning saturation, the forms of interventions applied, and the supporting and inhibiting factors of its implementation. Third, this research does not stop at problem identification but prepares a model of practical strategy recommendations that are prepared based on the real practices of teachers at SD Negeri 15 Klasabi, including classroom management, the use of learning media, the

variety of teaching methods, the provision of *ice breaking*, strengthening learning motivation, and the creation of more participatory teacher-student interactions. Thus, this study provides an empirical and practical contribution in the form of contextual learning strategies that can be replicated in elementary schools with similar characteristics in Southwest Papua and Eastern Indonesia.

Based on these findings, this article examines in depth the concrete efforts made by teachers in overcoming student learning saturation in elementary school with a focus on studies at SD Negeri 15 Klasabi, Sorong Manoi District, Sorong City. This study not only identifies the factors that cause learning saturation and the strategies implemented by teachers, but also analyzes the effectiveness of these strategies based on several indicators, namely increased student attention during the learning process, active involvement in learning activities, student participation in discussions and questions and answers, reduced behaviors that interfere with learning such as speaking out of context or loss of focus, and teachers' perception of changes in students' motivation and enthusiasm for learning after the learning strategy is implemented. Thus, the formulation of the problem in this article includes: (1) factors that cause learning saturation in elementary school students; (2) the efforts made by teachers to overcome learning saturation; and (3) how the effectiveness of these efforts is reviewed from the level of attention, involvement, participation, learning behavior of students in the classroom, as well as changes in learning motivation based on the results of observations and interviews.

Literature Review

Learning saturation

Learning saturation is a mental condition experienced by students in the form of boredom, tiredness, and lack of enthusiasm in following the learning process. This condition is not just a momentary laziness, but a psychological state that significantly affects motivation and concentration of learning. According to Pusparini, Pamujo, and Wijayanti, learning saturation is a condition in which boredom or boredom occurs during the learning process that causes a sense of lack of enthusiasm in learning activities, which is triggered by various factors in students (Prayoga & Purbasari, 2022).

Slameto stated that learning is a process of effort made by a person to obtain an overall change in behavior as a result of experience and interaction with the environment ("Indonesian Journal of Sport Science and Coaching," 2022). However, if the learning process is carried out without variety and a pleasant atmosphere, then students can experience learning saturation. In line with that, Djamarah stated that learning saturation is a certain span of time that is used to study but does not bring optimal results because the mental state of students experiences fatigue and boredom (*Determinants of Factors Causing Learning Boredom in Students*, 2023).

From some of the opinions above, it can be concluded that learning saturation is a condition when students feel bored and lose their enthusiasm for learning due to a learning process that is not interesting (Ariga, 2025) or lasts too long without significant variation (Goetz, Stempfer, Pekrun, Van Tilburg, & Lipnevich, 2024).

Factors Causing Learning Saturation

Learning saturation in elementary school students can be caused by various factors, both internal and external factors.

Internal Factors

Internal factors are factors that come from within the student. First, lack of motivation to learn: students who have low motivation tend to get bored easily and are not interested in taking lessons. Second, tired physical conditions: physical fatigue due to lack of rest can cause students to have difficulty focusing while studying. Third, different learning abilities: each

student has a different ability to understand lessons, and students who have difficulty understanding the material usually feel bored faster.

External Factors

External factors are factors that come from outside the student. Some of them are: monotonous learning methods, where teachers who only use the lecture method continuously can make students get bored quickly; lack of learning media, so that students are less interested in participating in lessons; the classroom atmosphere is less conducive which can interfere with concentration; too many assignments that make students feel stressed; and the lack of interaction between teachers and students that makes the learning process feel boring (Putri, Wayan, & Binawati, 2024)

The Impact of Learning Saturation

Learning saturation that is not handled properly will have an impact on declining student academic achievement, reduced active participation in class, and the emergence of undisciplined behavior. The effect of saturation on student learning concentration has been proven to be significant and can hinder the achievement of learning goals (Rahma, R. O., Rahmawati, V., & Setyawan, 2022)

Psychologically, learning saturation arises when the demands of learning are not balanced with the abilities, interests, and needs of students (Putri et al., 2024). These inconsistencies cause mental fatigue which is characterized by decreased focus, passive attitude, and the appearance of deviant behaviors such as talking to yourself, playing, or disturbing friends. This condition shows that learning saturation not only has an impact on individual students, but also on the overall dynamics of the classroom.

The main impacts of learning saturation include (Palopo, 2022) (1) decreased study concentration; (2) weakened motivation to learn; (3) decreased learning outcomes and academic achievement; (4) passive attitude and lack of participation in learning; and (5) the occurrence of negative behaviors such as chatting, playing alone, or disturbing friends in class.

Efforts to Overcome Learning Saturation

To overcome the learning saturation of elementary school students, various efforts are needed that can create a fun and interesting learning atmosphere.

First, the variety of learning strategies. Creative teachers will use a variety of learning strategies to prevent and overcome burnout. Varied learning strategies are the main key to overcoming student saturation (Laras et al., 2024). These variations include discussion methods, questions and answers, demonstrations, and project-based learning (Amini & Rofilah, 2023)

Second, the ice breaking technique. Ice breaking is a simple game or activity designed to reduce boredom and dilute the atmosphere in the study group. Research by (Yusuf, 2024) shows that this technique has proven to be effective in increasing students' interest in learning, especially in subjects that are considered difficult. Comparable gains in elementary students' interest, attention, and engagement are reported by (Harianja & Sapri, 2022).

Third, the creativity of teachers in managing the classroom. (Sari & Kurniati, 2022) identified five main aspects of teacher creativity in classroom management: (1) checking students' situations and conditions; (2) the use of learning media; (3) structuring the learning environment; (4) development of teaching strategies; and (5) motivational strategies.

Fourth, *cooperative learning*. Group learning strategies are an effective approach to overcome boredom because they encourage social interaction between students and create a dynamic learning atmosphere (V. M. A. K. Dewi, Sumandya, &

Septiani, 2024) Pusparini, Pamujo, and defined group learning as the process of conveying and receiving knowledge carried out by several individuals logically and systematically. Evidence from elementary settings also indicates that cooperative learning increases students' learning motivation (Damayanti, Nur, Anggereni, & Taufiq, 2023) (Salamah, Rifayanti, & Trisnawaty, 2024). The Role of Teachers in Learning in Elementary Schools

Teachers play a central role in the success of the learning process in elementary schools. Apart from being teachers, teachers also play the role of motivators, facilitators, and innovators who are able to create a conducive learning environment. (Rosidah & Faiz, 2021) emphasized that teachers' efforts in overcoming student learning saturation through the use of variety, media, learning strategies, and interaction with students have proven to be quite influential in reducing learning saturation.

Aminuriyah in her research at SDIT Nur Hidayah Surakarta found that teachers' efforts to overcome learning saturation include various personal and professional approaches that are tailored to the characteristics of students (Aminuriyah, Suyitno, Wulandari, & Darsinah, 2022) Mutafaridho and Purwowidodo also confirmed that teachers' learning strategies that are varied and motivation-based are able to significantly reduce student saturation. Characteristics of Elementary School Child Development

The developmental characteristics of elementary school children include cognitive, affective, and psychomotor aspects. (Zakiyah, Hasibuan, Yasifa, Siregar, & Wahyu, 2024) Cognitively, elementary school children are at the stage of concrete thinking and begin to develop simple logical abilities. Affectively, they need attention, positive reinforcement, and recognition from teachers. Psychomotorly, elementary school children have a need to move and do physical activities.

These characteristics suggest that learning that emphasizes too much passive activities such as listening to lectures for long periods of time will trigger learning saturation. (Rosyidi, 2025) Therefore, learning needs to involve physical activity, social interaction, and the use of engaging media to meet the child's developmental needs.

Learning Motivation Theory

Learning motivation is an internal and external motivation that moves students to do learning activities. Uno divides motivation into intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from within the student, such as curiosity and interest in learning, while extrinsic motivation comes from the outside, such as praise, grades, and appreciation.

Learning saturation has a negative relationship with learning motivation. When students experience boredom, motivation to learn will decrease, so student involvement in learning becomes low. Therefore, teachers need to create learning that can increase students' learning motivation to prevent boredom (Bet, Siswa, Ts, Iiasaiatan, & Kecamatan, n.d.)

Active Learning Theory

Active learning is a learning approach that places students as the main subject in the learning process. In active learning, students engage directly through discussions, group work, experiments, and problem-solving. This approach is in line with the learning needs of elementary school children who need concrete experience (Hamalik, 2013)

Active learning can reduce learning saturation because students not only passively receive information, but also actively participate in learning. Active student involvement can increase interest, attention, and understanding of the subject matter and create a more lively and meaningful classroom dynamic.

Learning Media Theory

Learning media is any form of tool, means, or intermediaries used to convey learning messages. Learning media serves to clarify the material, attract students' attention, and create a fun learning atmosphere. (*Development of Learning Media to Improve Student Learning Outcomes*, 2018).

In elementary school children, the use of learning media that is interesting and in accordance with the characteristics of students can increase motivation and reduce learning saturation. Visual and audiovisual media are very effective because they can stimulate students' various senses and help understand concepts in a concrete way. Faijin, Nurmaya, and Muhamadiyah in their research showed that ice breaking as an interactive media is effective in overcoming student saturation in group learning.

Methods

Design and Research Approach

This study uses a qualitative approach with a case study design (Creswell & Creswell, 2023) to examine teachers' efforts in overcoming student learning saturation in grade V of SD Negeri 15 Klasabi, Sorong Manoi District, Sorong City. The research case is limited to teachers' strategies in managing learning in class V to reduce student learning saturation during the learning process. Data were collected through four-week learning observation (four meetings, 2 × 35 minutes), semi-structured interviews, and documentation studies, and were analyzed using the interactive model of Miles, (Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña. Thousand Oaks, 2014). The research was carried out after obtaining permission from the principal and the consent of all participants; the procedures used to maintain data credibility are described in the Data Validity Test section below.

Location and Research Subject

This research was carried out at SD Negeri 15 Klasabi, Sorong Manoi District, Sorong City, Southwest Papua. The selection of the research location was based on academic considerations that the school represents an elementary school learning context that confronts the dynamics of classroom management and student engagement during the learning process. Preliminary observations showed variation in the level of student involvement in learning, reflected in decreased attention, participation, and enthusiasm among some grade V students. In addition, research on learning saturation at the elementary school level in the Southwest Papua region, especially focusing on teachers' pedagogical practices in the classroom, is still relatively limited. Therefore, SD Negeri 15 Klasabi was chosen as the research location because it provides a relevant context to produce an empirical understanding of the implementation of teachers' strategies in overcoming learning saturation in elementary school students.

Participants were selected using a purposive sampling technique, consisting of 1 principal, 4 class V teachers, and 10 class V students. The four teachers comprised the class V homeroom teacher and three subject teachers who regularly taught this class (Islamic Religious Education, Physical Education, and Arts and Culture), all of whom were directly involved in day-to-day instruction in grade V and were therefore well placed to describe students' learning saturation and the classroom strategies used to address it. Grade V at SD Negeri 15 Klasabi consists of a total of 28 students. Ten students were purposively selected from this class, based on the homeroom teacher's recommendation, to represent variation in learning participation three students with high participation, four students with moderate participation, and three students with low participation so that the data

collected would reflect a range of student responses rather than only the most or least engaged students. These same ten students served as both the subjects of the four-week classroom observation and the interview participants, allowing their observed classroom behavior to be cross-checked against their own account of that behavior during the interviews.

Data Collection Techniques

Data collection in this study was carried out through three main techniques, namely: First, observation. The researcher conducted direct observations of the learning process in the classroom to see the condition of student learning saturation and the efforts made by teachers. Observation is carried out in a non-participatory manner, where the researcher is present in class without being directly involved in the learning process. Second, interviews. Semi-structured interviews were conducted with the four class V teachers, the principal, and the ten selected students. Interview questions were focused on: (a) identifying the factors that cause learning saturation; (b) the strategies used by teachers; and (c) students' perception of the teachers' efforts. Third, documentation. Documentation is carried out to collect data in the form of Learning Implementation Plans (RPP), photos of learning activities, teacher notes, and other supporting documents relevant to the research.

Data Analysis Techniques

Data analysis was carried out simultaneously with the data collection process using the interactive model of (Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña. Thousand Oaks, 2014) which included data condensation, data presentation, and conclusion drawing and verification. All interview results were transcribed verbatim, while observation and documentation data were organized based on the focus of the research. The analysis begins with initial coding to identify units of meaning related to the causes of learning saturation, teacher strategies, and student responses. Codes that have similar meanings are then grouped into categories and developed into main themes through a process of repeated comparison between data sources. To increase credibility, the results of coding were discussed with peer researchers (peer debriefing), and conclusions were drawn once the data showed a consistent and mutually reinforcing pattern. Verification of these findings followed the data validity procedures described below.

Data Validity Test

To ensure the credibility of the data, this study applied source triangulation (comparing data obtained from the principal, the four teachers, and the students, as well as across the four teachers themselves), technique triangulation (comparing data obtained through observation, interviews, and documentation), and member checking, in which a summary of the interview results was confirmed with the four teachers and the principal. In addition, the researcher kept reflexive field notes throughout the data collection and analysis process to minimize potential interpretation bias. This combination of triangulation and member checking is consistent with standard data validity procedures used in comparable qualitative studies (Creswell & Creswell, 2023; Rosidah & Faiz, 2021).

Result and Discussion

Factors Causing Learning Saturation

Based on the results of observations and interviews, the learning saturation of grade V students at SD Negeri 15 Klasabi is influenced by internal and external factors. From the internal aspect, the class V teachers reported that some students showed low learning motivation, especially in learning that lasted for a long time. This condition was seen from the

Table 1. Research Findings Based on Interview and Observation Results

Theme	Empirical Evidence	Data Source
Low motivation to learn	"Some students start to lose focus and have to be reminded to pay attention to learning."	GK-01 (Homeroom Teacher), Observation
Monotonous learning method	"If I just hear the explanations continuously, I quickly get bored."	S-03 (Student), Observation
Limited use of learning media	"Kids are more enthusiastic when they use pictures or videos."	GK-01 (Homeroom Teacher)
Less conducive learning environment	"During the day, the classroom feels hot enough that students' concentration decreases."	KS-01 (Principal), Observation

Source: interview

Table 2. Summary of Findings of Teachers' Efforts in Overcoming Learning Saturation

Teacher Strategy	Empirical Evidence	Student Response
Variety of learning methods (lectures, questions and answers, discussions)	GK-01: "I change the method when students start to lose focus."	Students are more active in asking questions and discussing.
Ice breaking (cheers and short games)	S-05: "After the game, we are more enthusiastic about following the lessons."	The students' attention is focused again and the classroom atmosphere is more conducive.
Use of visual media (pictures and videos)	GK-01: "Picture and video media make it easier for students to understand the material."	Students are more enthusiastic and give more responses.
Cooperative learning	The observation results showed that students were actively discussing in groups.	Participation and interaction between students increases during learning.

Source: interview

decrease in student attention, lack of participation in discussions, and the tendency to talk to friends when a teacher explained the material, as illustrated in the following excerpt from the homeroom teacher:

"When learning lasts long enough, some students start to lose focus, chat with their friends, some even just stay silent and don't pay attention to explanations." (Homeroom Teacher)

These findings were reinforced by observations showing that some students became less enthusiastic about participating in learning after 30–40 minutes into the lesson; several students also reported feeling bored when learning activities were centered solely on the teacher's explanation without any activity that directly involved them. From the external aspect, the observation results show that the lecture method still dominated the learning process, while the use of interactive learning media was relatively limited. The three

subject teachers corroborated this pattern in their own interviews, independently reporting similar signs of reduced attention once a lesson extended beyond roughly half an hour, which strengthened confidence in this finding through source triangulation across the four teachers. Elementary school students, who are at the stage of concrete thinking, need visual and audiovisual stimulus to maintain attention and interest in learning, so the lack of engaging learning media was identified as a significant external factor. The seating arrangement, which tended to be fixed, and classroom conditions that were quite hot, were also found to affect students' concentration during learning, as summarized in Table 1.

These findings indicate that learning saturation arises from the interaction between students' internal characteristics and the quality of the learning environment. This is consistent with (Putri et al., 2024) argument that learning saturation is influenced by a mismatch between students' learning needs and the strategies teachers apply. It also aligns with cognitive development theory, which holds that elementary school students require concrete and interactive learning media (A. K. P. Dewi, Prihatni, & Nisa, 2026) reinforcing the importance of varied learning methods in reducing learning saturation. In addition, unconducive classroom atmospheres, such as hot room temperatures and monotonous seating arrangements, have similarly been found to exacerbate learning saturation elsewhere (Wulandari & Nurjaman, 2023)

Teachers' Efforts in Overcoming Learning Saturation

The results of the study identified four strategies that teachers used to overcome the learning saturation of elementary school students. First, teachers varied their learning methods: those who combined lecture methods, group discussions, questions and answers, and demonstrations were observed to maintain students' interest in learning for longer. Second, teachers applied ice breaking techniques, using simple games, cheers, or short physical movements for three to five minutes in the middle of a lesson, which effectively diluted the classroom atmosphere and restored students' energy and focus. Third, teachers exercised creativity in classroom management by checking students' conditions, using learning media, structuring the learning environment, developing teaching strategies, and applying motivational strategies. Fourth, teachers implemented cooperative learning, in which group work increased social interaction and active student involvement, as summarized in Table 2.

These findings are consistent with (Rosidah & Faiz, 2021) conclusion that varied learning strategies consistently reduce student saturation levels, and with (Yusuf, 2024) finding that ice breaking increases students' interest in learning, particularly in subjects considered difficult. They also support (Sari & Kurniati, 2022) identification of five aspects of teacher creativity in classroom management, and Pusparini, Pamujo, and Wijayanti's argument that structured cooperative learning diverts individual boredom into positive collective energy. The motivational benefits of cooperative learning are likewise documented in meta-analytic and elementary-school evidence (Damayanti et al., 2023)

The Effectiveness of Teachers' Strategies in Overcoming Learning Saturation

Based on observations conducted across four meetings, the combination of varied learning methods, ice breaking activities, the use of learning media, and group discussions produced a marked change in students' classroom behavior compared with the beginning of the study. At the start of the observation period, several students paid limited attention to the teacher's explanations, talked with classmates, and were minimally involved in classroom activities. After the teacher combined group discussions, question-and-answer sessions, and ice breaking, most students returned their attention to the material, answered questions more actively, and engaged more

fully in group discussions. Interviews with the classroom teacher indicated that these changes in strategy made students more enthusiastic about participating in lessons and easier to manage during instruction; students who had previously tended to be passive began to voice their opinions and take part in group activities once learning was made more varied. This was corroborated by a student, who explained:

"If I just listen to the study, I get bored quickly, but if we study while discussing or playing for a while, I get more enthusiastic and not sleepy." (Grade V Student)

Overall, field data showed that the effectiveness of teachers' strategies was reflected in increased student attention during learning, greater participation in discussion and question-and-answer activities, reduced off-task behavior such as talking to friends or playing alone, and heightened enthusiasm for the learning process.

When compared with (Rosidah & Faiz, 2021) findings, this pattern is consistent: the application of varied learning strategies together with active teacher-student interaction contributes to a reduction in learning saturation, and the present study extends this by showing, through direct observation and interview data at SD Negeri 15 Klasabi, how these behavioral changes unfold over the course of actual lessons. These results are further reinforced by (Mutafaridho & Purwowododo, 2024) finding that combining varied learning strategies with motivational approaches effectively overcomes student saturation, and by the broader principle that the success of teachers' efforts depends not only on the strategy selected, but also on the consistency and creativity with which it is implemented. Taken together, these findings suggest that the effectiveness of teachers' strategies depends on: (1) the accuracy of the diagnosis of factors that cause saturation; (2) the fit between the strategy and students' characteristics; (3) consistency of application; and (4) teachers' ability to adapt dynamically.

References

- Amini, I., & Rofilah, R. (2023). Teacher's effective strategy in overcoming student learning saturation. *Maharot: Journal of Islamic Education*, 7(1). <https://doi.org/10.28944/maharot.v7i1.1085>
- Aminuriyah, S., Suyitno, S., Wulandari, M. D., & Darsinah, D. (2022). Teachers' Efforts to Overcome Learning Fatigue for Full Day School Students at SDIT Nur Hidayah Surakarta. *Jurnal Humaniora*, 9(3).
- Anjani, H. N., & Mulyanti, S. (2024). Analysis of learning saturation of students in grades V and VI at elementary school SD Negeri 43 Jambi. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(4), 1069. <https://doi.org/10.23969/jp.v9i04.20310>
- Ariga, B. (2025). Active learning strategies to reduce student learning boredom at SMKS Muhammadiyah 9 Medan in various subjects. *Jurnal Penelitian, Pendidikan, Dan Pengajaran*, 22–31.
- Bet, P., Siswa, A., Ts, D. I. M., Iiasaiatan, D., & Kecamatan, J. (n.d.). *Cooperation of Parents and Teachers in Fostering Student Learning Achievement in Muhammadiyah 7 Hasahatan Julu Village, Barumun District*.
- Bibliometric analysis of research trends on learning focus ability in elementary school education. (2025). *Journal of Social and Humanities (AJSH)*, 5(3).
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.
- Damayanti, E., Nur, F., Anggereni, S., & Taufiq, A. U. (2023). The effect of cooperative learning on learning motivation: A meta-analysis. *Buletin Psikologi*, 31(1), 116–133. <https://doi.org/10.22146/buletinpsikologi.59583>
- Determinants of factors causing learning boredom in students. (2023). 1(2), 343–355.
- Determinants of factors causing learning boredom in students. (2024). 1(3), 495–507.
- Development of learning media to improve student learning outcomes. (2018). 3, 171–187.
- Dewi, A. K. P., Prihatni, Y., & Nisa, A. F. (2026). The application of YouTube media to increase interest in learning science in elementary school students. *Aulad: Journal on Early Childhood*, 258–267. <https://doi.org/10.31004/aulad.v9i1.1517>
- Dewi, V. M. A. K., Sumandya, I. W., & Septiani, N. M. A. (2024). Implementation of STAD-type cooperative learning model to improve mathematics learning outcomes of class XI students. *Jurnal Pemantik*, 4(2), 13–21. <https://doi.org/10.36733/pemantik.v4i2.9412>
- Fa'izah, N., Nabila, S., Shahada, S. N., Rafianti, W. R., Suriansyah, A., & 'Aini, R. N. (2026). Literature review: The effectiveness of ice breaking in learning to increase the learning motivation of elementary school students. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 11(1). <https://doi.org/10.23969/jp.v11i01.39031>
- Ferdian, M. (2026). The role of teachers on the learning environment and science learning interest of grade II students in Sriti Malaysia. *Educendikia*, 128–140. <https://doi.org/10.47709/educendikia.v6i01.8077>
- Goetz, T., Stempfer, L., Pekrun, R., Van Tilburg, W. A. P., & Lipnevich, A. A. (2024). Academic boredom. In M. Bieleke, W. Wolff, & C. Martarelli (Eds.), *The Routledge international handbook of boredom* (pp. 225–249). Routledge. <https://doi.org/10.4324/9781003271536-18>
- Hamalik, O. (2013). *The teaching and learning process*. Bumi Aksara.
- Harianja, M. M., & Sapri, S. (2022). Implementation and benefits of ice breaking to increase the learning interest of elementary school students. *Jurnal Basicedu*, 6(1), 1324–1330. <https://doi.org/10.31004/basicedu.v6i1.2298>
- Indonesian Journal of Sport Science and Coaching. (2022). *Indonesian Journal of Sport Science and Coaching*, 4(1), 100–109.
- Kustiarini, Rusilowati, A., & Isdaryanti, B. (2024). Pendidikan ramah anak sebagai sarana pembentukan karakter siswa di sekolah dasar. *Didaktika: Jurnal Kependidikan*, 13(4), 5359–5372. <https://doi.org/10.58230/27454312.1213>
- Laras, A., Salvabillah, N., Caroline, C., Delas, J., Dinda, F., & Finanto, M. (2024). Concept: Journal of Social Humanities and Education. *Concept: Journal of Social Humanities and Education*, 3(2), 320–331.
- Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña. Thousand Oaks, C. S. (2014). *Qualitative Data Analysis: A Methods Sourcebook and The Coding Manual for Qualitative Researchers*. Prancisc.
- Mutafaridho, I. H. L., & Purwowododo, A. (2024). Overcoming student burnout through teacher learning strategies at MI Raudlatut Tholabah Kranding Mojo Kediri. *Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah*, 8(3). <https://doi.org/10.35931/am.v8i3.3575>
- Palopo, I. (2022). *Through the application of the Numbered Head Together (NHT) type cooperative learning model in grade IV of SD Negeri 8 Salobulo Palopo City*. IAIN Palopo.
- Perdana, P. I., & Praktikno, A. S. (2026). *Fun learning strategies: The effectiveness of ice breaking implementation in elementary school lower grades*. 8(1), 51–58.
- Prayoga, Y., & Purbasari, I. (2022). Group learning in overcoming learning saturation during a pandemic. *Jurnal Educatio*, 8(2), 670–677. <https://doi.org/10.31949/educatio.v8i2.2080>

Conclusion

Based on the results of the study, it can be concluded that first, the learning saturation of grade V students of SD Negeri 15 Klasabi is influenced by the interaction of internal and external factors. Internal factors include decreased motivation to learn and fatigue during learning, while external factors include the dominance of lecture methods, limited use of learning media, and less supportive classroom environment conditions. Second, teachers overcome learning saturation through a variety of learning methods, the application of ice breaking, the use of visual media, and cooperative learning that is tailored to classroom dynamics. Third, based on the results of observations and interviews, these strategies contribute to increased student attention, participation, and engagement as well as reduced behaviors that indicate boredom, such as chatting, loss of focus, and lack of response during learning.

The contribution of this research lies in the presentation of empirical evidence on teachers' practices in overcoming learning saturation in the context of elementary schools in Southwest Papua through the integration of observation, interview, and documentation data. These findings provide practical implications that teachers need to implement varied, interactive, and adaptive learning strategies according to student characteristics to maintain learning engagement. This study has limitations because it uses a case study design on a single school so the findings are not intended to be generalized widely. Therefore, further research is recommended to involve several schools with different characteristics and use a mixed approach to obtain a more comprehensive understanding of strategies to overcome learning saturation of elementary school students.

- Putri, S. W., Wayan, N., & Binawati, S. (2024). *The Role of Psychology in Overcoming Student Saturation in Learning*. 4, 1–9.
- Rahma, R. O., Rahmawati, V., & Setyawan, A. (2022). The effect of boredom on learning concentration and how to overcome it in students at SDN 1 Pandan. *Jurnal PANCAR (Pendidik Anak Cerdas Dan Pintar)*, 6 No 2. <https://doi.org/https://doi.org/10.52802/pancar.v6i2.474>
- Rosidah, U., & Faiz, A. (2021). Teachers' efforts in overcoming students' learning saturation during the pandemic. *Jurnal Basicedu*, 5(5), 3791–3798.
- Rosyidi, A. K. (2025). *The effectiveness of the implementation of the lecture method for grade IX students of MTs Negeri 12 Indramayu*. 3(3), 228–234.
- Salamah, E. R., Rifayanti, Z. E. T., & Trisnawaty, W. (2024). The effect of cooperative learning model on elementary school students' learning motivation. *Jurnal Ilmiah Pendidikan Dasar*, 11(1), 18–31. <https://doi.org/10.30659/pendas.11.1.18-31>
- Sari, V., & Kurniati, E. (2022). Teachers' creativity in managing classrooms to overcome student learning saturation in Madrasah Aliyah Negeri. *Al-Thariqah: Jurnal Pendidikan Agama Islam*, 7(1). [https://doi.org/10.25299/al-thariqah.2022.vol7\(1\).9796](https://doi.org/10.25299/al-thariqah.2022.vol7(1).9796)
- Simbolon, R. (2019). *Use of smart wheels for children's reading skills*. 02(September), 66–71.
- Valentinna, C. R., Kurnianti, E. M., & Hasanah, U. (2024). Media belajar gamifikasi terhadap peningkatan motivasi belajar siswa sekolah dasar. *Jurnal Basicedu*, 8(3), 1722–1732. <https://doi.org/10.31004/basicedu.v8i3.7476>
- Wulandari, A. D., & Nurjaman, A. R. (2023). Analysis of the role of teachers in creating a conducive learning environment in grade 2 of SDN Cimekar. *Jurnal Dwija Nusantara*, 1(1), 28–34. <https://doi.org/10.26418/jdn.v1i1.65778>
- Yusuf, F. A. (2024). Fun learning strategies: An ethical analysis of the application of ice breaking in elementary school lower grades. *JEMAR: Jurnal Pendidikan Madrasah Ibtidaiyah*.
- Zahara, R., Mutia, F., Rahayu, N., & Anggreini, G. S. (2023). Mengatasi kejenuhan siswa kelas II sekolah dasar. *School Education Journal PGSD FIP UNIMED*, 13(2). <https://doi.org/10.24114/sejpgsd.v13i2.46394>
- Zakiah, S., Hasibuan, N. H., Yasifa, A., Siregar, S. P., & Wahyu, O. (2024). *Child development in elementary school*. 3(1), 71–79.