
The Effect of Using Ice Breaking "Recognize My Voice" on Strengthening the Collaboration Skills of Grade 3 Students of Sdn 2 Karyajaya Rangkasbitung

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Abstract

The study aims to analyze the effect of using Ice Breaking "Recognize My Voice". Towards strengthening the cooperation skills of Grade 3 Students of SDN 2 Karyajaya Rangkasbitung. By using a Quantitative research method with a pretest - posttest design. Using the research subjects were grade 3 students of SDN 2 Karyajaya Rangkasbitung who were selected by purposive sampling. The results of the study indicate that the use of Ice Breaking "Recognize My Voice" can improve students' cooperation skills. Based on the results of the pretest and posttest data analysis, there was a significant increase in aspects of communication, responsibility, and teamwork. This study found that there were indications that interactive and fun ice breaking activities were effective in improving group dynamics and strengthening cooperation skills in the learning environment. This study can provide implications for the application of ice breaking methods that are in line, so that they can be an alternative strategy for teachers in creating or creating a collaborative learning atmosphere.

Keywords: ice breaking; cooperation skills; elementary school students

INTRODUCTION

The ability to cooperate is one of the basic competencies in the 21st century learning era, a valuable ability in the school environment and also in everyday life. In the scope of elementary school students, strengthening cooperation skills is an important core in efforts to shape the character and social skills of students from an early age. Cooperation is an encouragement that can strengthen behavior towards a positive direction for students, especially in learning situations that require interaction and collaboration (Riyono, in Dudija, 2015). According to Sasan, Tugbong, & Alistre (2023), this Ice Breaking method is a means to create student involvement and participation in the classroom, by breaking the tense atmosphere can create a comfortable atmosphere and students are able to connect with each other. Teams that share information openly, resolve conflicts constructively, and coordinate tasks efficiently tend to have better performance. In addition, the division of leadership among members can improve the communication process, which ultimately improves work results (Dipboye, 2018).

In addition, according to (Johnson, 2013) communication in collaboration also includes the ability to manage conflict and differences of opinion constructively. Conflicts that arise in the collaboration process can be an opportunity to develop problem resolution skills, as long as communication between group members is carried out openly and with empathy. The "Recognize My Voice" ice breaker is designed to train students to communicate actively in groups. Through this activity, students are expected to improve their listening skills and respond to voices or signals from other members, which indirectly helps improve group communication

(Griffin & Care, 2015), indicators of collaboration that will be observed include communication skills, namely the ability of students to communicate effectively in groups. Mutual Support for Contributions Between Members, namely the ability of students to support and complement the contributions of other group members. Alignment of Actions Based on Feedback, namely the ability of students to adjust their actions based on input from other group members. Sharing Responsibility, namely the ability of students to share responsibility for the success of the group. Of course, collaboration skills have become an important part of learning in the 21st century. The ability to cooperate is certainly developed from an early age, which is very valuable for students. In the field of education, there are already many innovative learning media to be provided in learning, this effort is intended to improve student cooperation. Previous research conducted by Angger Aji Dwi Valentina, Widi Hartini, and Tijan (2024) in their research using puzzle media, this media produced a significant level to improve student cooperation and their learning outcomes in social studies learning at the junior high school level.

From the results of this study, there is an effectiveness in interactive media as an effort to improve student cooperation, of course there is a gap that can be filled. The research conducted focused on junior high school students and the media used was puzzles, while this study was intended to test the effectiveness of Ice Breaking "Recognize My Voice" in grade 3 elementary school students. For this reason, this study aims to develop a learning method that is in line with the characteristics of students in elementary schools and is expected to be able to strengthen students' cooperation skills with media that are more interactive, fun, and provide a comfortable atmosphere.

METHODS

This study uses a quantitative method with a simple experimental design type of pre-experimental design pretest-post test one group. In this design, measurements were taken of students' cooperation skills before and after being given treatment in the form of ice breaking "Recognize My Voice". The data collection tools used were direct observation of student activities during the study and a questionnaire to measure students' perceptions of their cooperation skills. The form of the pre-experimental design pretest-post test.

This study involved 32 students in grade 3 of SDN 2 Karyajaya Rangkasbitung. The 32 students were divided into 19 male students and 13 female students. The criteria for participants in this study were all students who were present at the time of the study and took the pretest and posttest. In this study, all students in grade 3 of SDN 2 Karyajaya Rangkasbitung.

The research sample was taken using a purposive sampling technique with a total of 32 students from the class. Purposive sampling is a sampling technique with certain considerations. The purposive sampling technique was used because the selected sample was considered the most representative in measuring the effect of ice breaking on cooperation skills. The reason for choosing purposive sampling is because in this study the sample selection has criteria that are in line with the research objectives.

The sample is grade 3 students of SDN 2 Karyajaya Rangkasbitung who are actively registered and participate in the ice breaking session "Recognize My Voice" The research

instruments used in this study consisted of observation sheets and questionnaires. The observation sheet was used to measure students' cooperative behavior, while the questionnaire was used to obtain students' perceptions of their cooperative skills in groups.

RESULT AND DISCUSSION

In the results of these descriptive statistics, researchers use them as a step to understand the overall pattern. It has the intention of providing an initial picture of the data, in this case the pretest - post test. Understanding the overall data pattern, then a descriptive statistical analysis is carried out on the results of the pretest and post test, aiming to identify changes in the average, data distribution, and characteristics of minimum and maximum values.

Tabel 1. Descriptive Statistics

N	Minimu m	Makximu m	Mean	Std. Deviation
Pre	32	28	50	41.38
Post	32	32	494	43.97
Valid	32			

At the minimum pretest value, the minimum value was obtained at 28, while the maximum value was 50, with an average or mean of 41.38 and a standard deviation of 5,610. This shows that the values obtained before the treatment have quite large variations. Meanwhile, for the post-test results, an increase was found in the minimum value. The minimum value increased by touching 32 and the maximum value decreased slightly to 49.

The average post-test value increased to 43.97. Of course, with a smaller standard deviation, which is 4.139, this shows that the participants' values are similar. Based on the data above, it provides an initial picture of the differences in data distribution, with pretest and post-test values showing changes in the results obtained by the sample after being given a standard deviation closing, meaning that there is a narrowing of variation between data.

To analyze changes in students' cooperation skills, before and after participating in the "Recognize My Voice" ice breaking, this study used a non-parametric test with the Wilcoxon Signed Ranks Test. In order to find out whether or not there is a significant difference between the two data (pretest and post test). With the results of this hypothesis test to have the aim of representing the description of the contribution of ice breaking to improving students' cooperation skills.

	N	Mean Rank	Sum of Ranks
Post - Pre Negative Ranks	10 ^a	14.45	144.50
Positive Ranks	21 ^b	16.74	351.50
Ties	1 ^c		
Total	32		

Picture 1. Wilcoxon Signed Ranks Test Hypothesis Test

In the Negative Ranks group, there was a decrease in students' cooperation skills after participating in the ice breaking "Kenali Suaraku". There were 10 students who experienced this decrease, with a rank of 14.45 with a total rank of 144.50. A total of 21 students were in this category, with an average increase of 16.74 and a total rank of 351,150. There was 1 student in the Ties category, where Ties means that there was no significant change, meaning that in one student there was no significant change in cooperation skills in the pretest and posttest. Thus, although most students experienced an increase, there were also students who did not experience significant changes after participating in the ice breaking activity

Test Statistics^a

	Post - Pre
Z	-2.031 ^b
Asymp. Sig. (2-tailed)	.042

Picture 2. Wilcoxon Signed Ranks Test Hypothesis Test

The results of the Wilcoxon test have a Z value = -2.031, which indicates a change in cooperation skills after the intervention tends to be positive. This negative Z value focuses on the hypothesis that students' cooperation skills after participating in ice breaking are better than before participating in ice breaking. Meanwhile, Asymp.Sig.(2-tailed) obtained a value of 0.042. meaning that $0.042 < 0.05$ is smaller than the significance value of 0.05. This indicates that there is a significant difference between students' cooperation skills before and after participating in the "Recognize My Voice" ice breaking. Therefore, the Alternative Hypothesis (H_a) is accepted, which means that the use of ice breaking has a significant effect on improving the cooperation skills of grade 3 students of SDN 2 Karyajaya Rangkasbitung.

CONCLUSION

The conclusion can restate the research findings; however, it should not simply state the main findings. Instead, it should add to the reader's understanding of the topic and issues raised in your manuscript. Furthermore, the conclusion should add emphasis to the manuscript, tie the different parts of the manuscript together sequentially, emphasize important points, and suggest possibilities for further future research exploration of the topic studied. Finally, provide some possible implications of your research for the field of study and education in general. The research conducted with the previous research has similarities in its research focus, namely strengthening students' collaboration skills with innovative approaches,

communication, contribution, and also interaction from each student. The difference lies in the methods used and the level of education, the media used in the previous research was puzzles for junior high school students in social studies learning, while in this research using Ice Breaking "Recognize My Voice" for elementary school students by improving the learning atmosphere and of course cooperation. The contribution of this research shows the effectiveness of Ice Breaking in creating a comfortable learning atmosphere, increasing motivation, and encouraging participation of elementary school students.

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