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The Effect of Ice Breaking and Video Making Activities in Non-Classical Learning Models on Literacy Ability of Students

Eko Hariyadi[a,*], Muhammad Fath Azzajjad[a], & Dewi satria Ahmar[b]

[a]*Sembilanbelas November University Kolaka, Jl. Pemuda, Tahoa, Kec. Kolaka, Kab. Kolaka 93561, Indonesia*
[b]*Tadulako University, Jl. Soekarno Hatta No. KM. 9, Tondo, Kec. Mantikulore, Palu City 94148, Indonesia*

Abstract

Education is a measure of student success, but the emergency that occurred during the COVID-19 pandemic affected many activities, one of which is the lecture process until now, the lecture process that previously used classical learning turned into non- classical (distance learning) or known as online model. Ice breaking activity is an activity to dilute the learning atmosphere and increase student motivation, with ice breaking students who feel bored and overwhelmed by feelings of tension become more lively and interactive. The non-classical learning model used in this study is a problem solving collaborative learning model with treatment assignments for making learning material videos which are expected to make it easier to find knowledge in teaching materials. The purpose of this study was to determine the effect of ice breaking and making video activities in non-classical learning models on the literacy skills of the Geography Education Study Program students of USN Kolaka. the results of the independent sample t-test, the information on the value of Sig. (2-tailed) < 0.05 then H_0 is rejected and H_1 is accepted, meaning that there is an effect of ice breaking and Making Video activities in non-classical learning models on students' literacy skills.

Keywords: ice breaking, video making, non-classical, literacy.

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1. Introduction

Responding to the challenges of the times in the emergency recovery conditions for the coronavirus pandemic has become a separate force for lecturers to evaluate themselves against the rapid adaptation process during an emergency. Lecturers in completing assignments from smart devices they hold require a variety of creativity and creativity to prove the capacity of their role as educators, evidence that the pandemic era teaches lecturers with progress in implementing animation media and learning media in the pandemic era in recent years (Azzajjad et al., 2020). Millennial students and educators are digital technology immigrants in the pandemic era changing the face of education to be non-classical. Educators must realize that the knowledge conveyed can be accepted by students, to be developed to ensure the quality of student learning in achieving knowledge and shaping student skills (Pongkendek et al., 2021) is a challenge for educators who have adapted to the digital era. Non-classical learning models bring students to be more independent in thinking and finding concepts (Akhmadi, 2021). The solution offered is to develop a non-classical learning model using learning media that spurs the development of students in learning.

The development of the quality of education is always interesting to study, the development of science and technology is rapidly changing the face of Indonesia, one of which is the education sector. The emergency that hit the world in 2019 is still ongoing, changing the learning model from classical to non-classical (Hidayat et al., 2020). Mode in the network (online) is a distance education system that has been widely used by developed countries and developing countries because it is considered an alternative solution needed to overcome the educational problems that are being faced (Ahmar et al., 2020). Likewise, what was done on the campus of the Ninebelas November Kolaka University (USN). The USN Kolaka campus is located in the Southeast Sulawesi Province, precisely 1.8 KM from the center of Kolaka Regency.

* Corresponding author.
E-mail address: hariyadi.oke@gmail.com

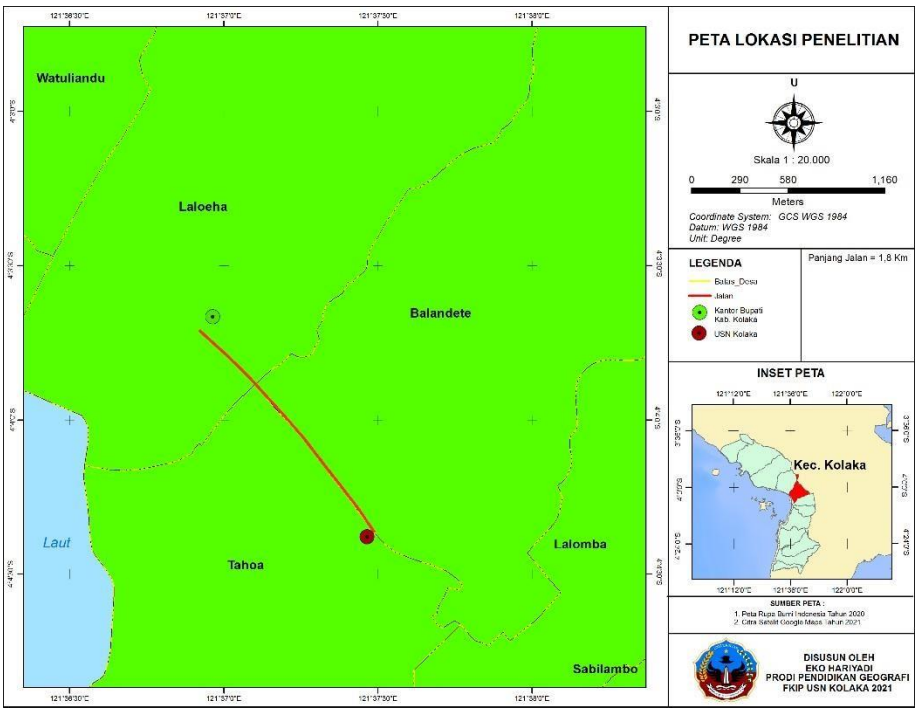

Figure 1. The location of the research place (USN Kolaka Campus)

1.1 Animation Video and Review Making Video

Making videos in learning make it easier for students to construct knowledge through searching and finding concepts of teaching materials (Marpaung & Azzajjad, 2020). Learning plans must meet pedagogical aspects by taking into account the competencies acquired by students, competence is the main component of professional standards, in addition to being a code of ethics as a regulation of professional behavior which is stipulated as a procedure and a certain supervisory system. Pedagogic competence includes understanding educational insights or foundations, understanding student characteristics from physical, moral, spiritual, social, cultural, emotional and intellectual aspects (Dewi, 2019).

Students with prior knowledge encourage concept integration through video animation (Zahroh, 2017). The ability to innovate and foster student learning enthusiasm is one of the measurements of the quality of the learning process (Tendrita et al., 2022). innovation in online learning by involving students in making videos, students are mobilized to seek and find knowledge related to teaching materials, so that they will last longer in students' memories. Learning videos are audio-visual tools to be an attraction in the learning process, because understanding teaching materials will be easier. The digital era has always been interesting for students, the hobby of internet access will be more positive by making learning videos.

1.2 Ice Breaking Activities

Motivation is needed in the development of students through the learning process (Munandar et al., 2021), motivation affects student abilities. In the teaching and learning process, lecturers must pay more attention to student motivation because motivation can affect the learning climate. In addition, student motivation can affect various future lives (Adi et al., 2021). Ice breaking is a psychomotor motivational activity for students to encourage individuals in the process of learning activities. So far, the ice breaking activity has not been widely implemented. The teaching and learning process that seems monotonous causes students to feel bored and depressed. The presence of ice breaking activities provides strength that stimulates students to be more enthusiastic and feel stronger self-motivation in the learning process.

Online learning is a learning concept that utilizes the internet network with accessibility, connectivity, flexibility, and the ability to produce various kinds of learning interactions. Ice breaking activities in learning are a form of

game activity to focus the attention of students in learning (Pratama et al., 2021). Ice breaking activities are very useful for students to control the cognitive concentration process of students to achieve learning goals. learner-centered learning process with ice breaking will help educators to find concepts. The ice breaking method is expected that students will no longer be bored after attending lectures. There are variations and innovations offered by lecturers to make the atmosphere comfortable and not tense (Azzajjad et al., 2021).

2. Research Methodology

This research is a quasi-experimental research type with the following variables: The independent variables are ice breaking activities and Making Video in non-classical learning models. The dependent variable is literacy ability. Theresearch design is a posttest-only group design as shown in the table 2.

Table 2. Research design Model

Group	Treatment	Post-test
Experimental	X	O
Control	-	O

Description:

X : learning using ice breking activities and Making Video.
O : post-test / evaluation using literacy questionnaires.

The experimental class was taught using ice breaking activities and Making Video in a non-classical learning model, while the control class was taught using a non-classical learning model without using ice breaking and Making Video activities, posttest measurement through questionnaires and literacy. The research population is the research population is the fourth semester students of the USN Kolaka Geography Education Study Program for the 2021/2022academic year. The sample in this study was determined by class random sampling technique.

Variable literacy ability. The instrument was developed referring to indicators of the nature and scope of the information needed, accessing the required information effectively and efficiently, evaluating information and its sources critically, using information to complete certain objectives, understanding economic, legal, and social aspects related to the use of information. . The data analysis techniques used were: Descriptive statistical analysis to describe the distribution characteristics of the learning literacy ability questionnaire distribution values in the experimental class and control class, including the highest, lowest, average and standard deviation scores. Inferential statistical analysis to test research hypotheses using the SPSS for Windows 20 program. The stages of the process carried out in this study can be seen in Figure 1.

Based on Figure 2, the research flow chart shows the steps in interpreting the research flow that has been carried out conducted. The research flow begins with conducting a literature study on the research studies carried out, making research proposals, the process of giving treatment to the experimental class, data collection, data analysis to the process of publishing scientific articles. The data collection process becomes an activity to find the data needed in order to achieve the research objectives. The data obtained were analyzed descriptively and inferentially. The research conditions encourage the process of analyzing data systematically and can answer the formulation of research problems.

3. Result

The results of the initial observations found that the online learning process is still teacher-centered, so that students become indifferent in the learning process because it seems boring and irrelevant to the character of the generation of the digital era. Ice breaking activities will provide stimulation for students to break the level of stress and boredom [3], with ice breaking students will be more enthusiastic in learning in online classes and with Making Video will help students to develop collaboration and literacy skills so that the output quality of learning better [4].

Based on the results of data collection research obtained descriptive information and test results. The experimental class is a class where the ice breaking activity is treated with information on the learning process,

students are more enthusiastic, the atmosphere is more active and the learning climate is more flexible. Some of the information obtained is as show on table 1.

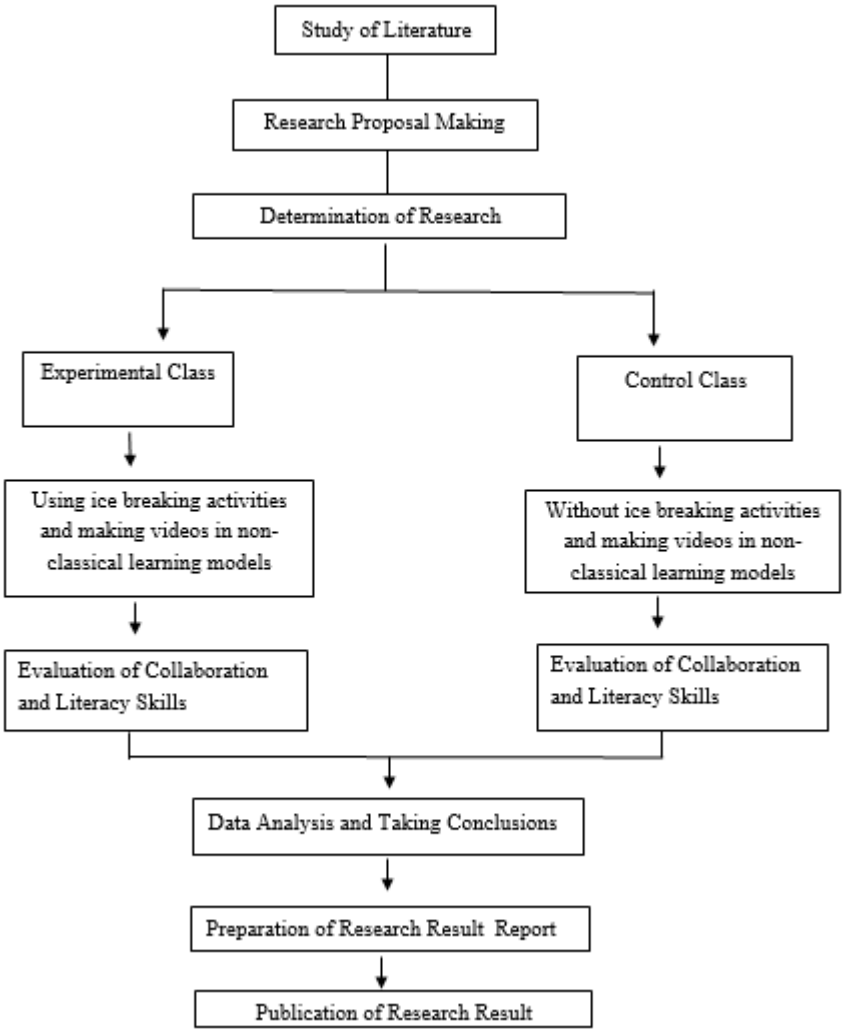

Figure 1. Research Flowchart

Based on table 1, comparison of the results of observations of learning activities in the control and experimental classes, information on the learning climate in the experimental class is obtained. Students are more active both individually and in groups, throughout the learning process is enthusiastic, the concentration of students is concentrated on learning material, while in the control class, students generally still show less enthusiastic in participating in learning, this is indicated by the existence of misconceptions when students convey the results of discussions in groups shown the lack of collaboration between individuals in the group so that problem solving in the learning process does not go well. Literacy skills, in the experimental class students are actively involved in seeking information both digitally and non-digitally. The student's point of view in problem solving is indicated by a stable literacy process, indicated by the number of reference sources obtained from the process of searching and finding information both digitally and non-digitally, while in the control class students are not optimal in building literacy skills, indicated by the lack of information sources obtained in the problem solving process. Some students still look passive in the learning process.

Class using non-classical (online) learning models via zoom by giving treatment for ice breaking activities and making videos. The experimental class shows a very good learning climate, collaboration and literacy skills provide an overview of the learning process that is related to the clauses in making videos by students and ice

breaking activities. The control class uses the classical learning model, namely the STAD learning model without ice breaking activities and making videos. In the control class there are still students who are passive in participating in the learning process.

Based on the information in table 2, results of the analysis of literacy skills, data obtained from the number of samples in the experimental and control classes were 26 and 19 people. The minimum values for the experimental and control classes were 88 and 72, the maximum values for the experimental and control classes were 100 and 88, respectively, the mean experimental and control classes were 92.6154 and 80.6316. from this information, it shows that literacy skills based on descriptive analysis of the experimental class (non-classical learning model using ice breking and Making Video activities) are better than the control class (classical learning model without using ice breking and Making Video activities). In addition to descriptive analysis, inferential analysis was also carried out.

Table 1. Comparison of the results of observations of learning activities

Conditions (reviews)	Experiment Class	Control Class
Climate Learning	Students are more activeboth individually and ingroups, throughout the learning process takes place enthusiastically, students concentrate on learning material.	In general, students stillshow a lack of enthusiasm in participating in learning, this is indicated by the existence of misconceptions when students convey the results of discussions ingroups. The control class shows a learning climate that has not been able to focus and concentrate on learning.
Literacy Ability	Students are actively involved in seeking information both digitallyand non-digitally. The student's point of view in problem solving is indicated by a stable literacy process, indicated by the number of reference sources obtainedfrom the process of searching and finding information both digitally and non-digitally.	Students have not been maximal in building literacy skills, indicatedby the lack of sources of information obtainedin the problem solving process. Some studentsstill look passive in the learning process.

Table 2. Results of Literacy Ability Analysis

Overview	Experimental Class	Control Class
Number of Samples(N)	26	19
Minimum Value	88	72
Maximum	100	88
Mean	92.6154	80.6316
Std. Deviation	3.3355	5.03554
Variance	11.1261	25.3567

Normality test is a test carried out with the aim of assessing the distribution of data in a group of data or variables, whether the distribution of the data is normally distributed or not. Normality test is useful for determining the data that has been collected is normally distributed or taken from a normal population. The classical method of testing the normality of a data is not so complicated. The data which is normally distributed has a normal/directed pattern distribution and is a requirement for conducting a parametric-test and when our data is declared not normally distributed.

Based on table 3, the results of the normality test obtained information on the data of the Asymp experimental class. Sig. (2-tailed) 0.016, Asymp value. Sig. (2 tailed) the value is 0.116 > 0.05, which means the data is normally distributed, while the Asymp information is obtained in the control class. Sig. (2 tailed) 0.307 > 0.05 which means thedata is also normally distributed.

Table 3. Normality test results for literacy ability

One-Sample Kolmogorov-Smirnov Test

		Experiment Class	ControlClass
N		26	19
Normal Parameters[a,b]	Mean	92.6154	80.6316
	Std. Deviation	3.33559	5.03555
Most Extreme Differences	Absolute	.304	.222
	Positive	.304 .147	-.235
	Negative	-.222	.967
Kolmogorov-Smirnov Z		1.550	Asymp
. Sig. (2-tailed)		.116	.307

Homogeneity test is a statistical test procedure that aims to show that two or more groups of sample data that have been taken come from populations that have the same variance. Homogeneity test is used to determine whether some of the population variances are the same or not. This test was carried out as a prerequisite in the analysis of the independent sample t test and ANOVA. The underlying assumption in the analysis of variance (ANOVA) is that the variances of the population are the same.

Table 4. Homogeneity test results of experimental class (literacy ability)

ANOVA

Experimental Class

	Sum of Squares	df	Mean of Square	F	Sig.
Between Groups	71.290	4	17.823	1.389	.288
Within Groups	179.657	14	12.833		
Total	250.947	18			

The homogeneity test in the experimental class obtained information on the significance value of 0.288 > 0.05, so the data from the two population groups were the same (homogeneous).

Table 5. Homogeneity test results of control class (literacy ability)

ANOVA

Control Class

	Sum of Squares	df	Mean of Square	F	Sig.
Between Groups	28.421	3	9.474	.332	.802
Within Groups	428.000	15	28.533		
Total	456.421	18			

The homogeneity test in the control class obtained information on the significance value of 0.802 > 0.05, so the data from the two groups of population data are the same (homogeneous). The data obtained were then tested using an independent t-test using a parametric test.

On the results of the independent sample t-test, information on the value of Sig. (2-tailed) < 0.05 then H_0 rejected and H_1 is accepted, meaning that there is an effect of ice breaking and Making Video activities in non-classical learning models on students' literacy skills.

Ice breaking is an activity carried out to melt a boring, rigid, and passive learning atmosphere into a fun, refreshing, active learning activity and generate motivation to learn more passionately. Ice breaking is a touch of activity that can be used to break the ice, confusion, boredom and saturation of the atmosphere so that it melts

and the atmosphere can return to its original (more conducive) state. In the research, ice breaking activities were carried out 3 times, namely at the beginning of the lesson, during the learning process and after the generalization of the material by the lecturer. The ice breaking activities applied in the study were penguin dance, dancing duck, and face emoticon. in the process of giving ice breaking students showed enthusiasm to follow so that students who were not focused could be identified, so that concentration of attention was obtained to create focus in the learning process.

The ice breaking activity shows the formation of a more focused attitude and focuses maximum attention on the learning process.

Table 6. Results of t-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Literacy ability	Equal variances assumed	4.434	.041	9.607	43	.000
	Equal variances not assumed			9.027	29.230	.000

The role of ice breaking strengthens the motivation of students to participate in the learning process more enthusiastically. Educators organize the learning process more easily in creating a more conducive learning climate. Learning becomes the concentration of the mental processes of students who have various abilities, both knowledge and skills. Exploring the abilities of students plays an important role in achieving learning objectives. the educational profession courses taught in the experimental class contain preparation material and the process of teacher development in the education arena on an ongoing basis, ice breaking activities are something new for students who they rarely encounter in the lecture process, giving ice breaking provides strength in achieving goals learning, it is shown that students are more enthusiastic. Eliminating boredom after going through various learning processes, both in completing assignments and all the problems faced by students with ice breaking, spurring free and cheerful movement activities and training to think creatively (Hutasoit & Tambunan, 2018). Creating a comfortable atmosphere for all students will certainly make activities run conducive.

The making of videos is done in groups by students in the experimental class, in making videos each group is given a concept of the material they have to look for and find, then the video capture process is carried out using creativity, both animation and various other features that help students develop their ability to create and edit learning videos, making the video helps students to understand the material meaningfully through a systematic and measurable process. Flexibility in making videos provides space for students to adjust the various needs they have to convey. The messages in the videos made by students contain concepts, procedurals, and dynamic thinking systems. Technology 4.0 changes the color of modern education, the use of various technological facilities in learning has become a necessity in teaching students. The demands of the times to decorate the appearance of learning models with various educational products with a student centered learning approach (Marpaung & Azzajjad, 2020). Rapid technological mobilization demands that education be driven by modernization that is relevant to the times. The success of education is a shared goal that has been held for a long time, but applications are always developed, the involvement of various elements of education in driving information technology contributes to supporting the achievement of student learning achievements.

Based on figure 2, the results of descriptive analysis obtained information on the minimum value of the experimental class and control class, respectively 88 and 72, the maximum value of 100 and 88, indicating that the experimental class using ice breking and Making Video activities is better than the control class (without using ice breking activities and Making Video). Ice breaking activities and making videos help students to concentrate maximally so that the process of obtaining new information is more optimal. Constructive learning with playing videos and video review processes helps students acquire knowledge and skills in harmony with the achievement targets in learning objectives (Aini et al., 2020).

There are two factors that cause low literacy, namely the lack of information sources in the form of printed references and verbal information. The lack of printed reference sources is considered to affect the communication skills of students, sources of information relevant to the needs of students become the need for independent knowledge and skills acquisition. The stimulation given to the learning process contributes to the low literacy interest of students. Students who are already in the millennial era, of course, prefer digitalization in general. The development of technology has become a space for managing information appropriately. The presence of learning media will make it easier for students to construct the knowledge and skills they learn.

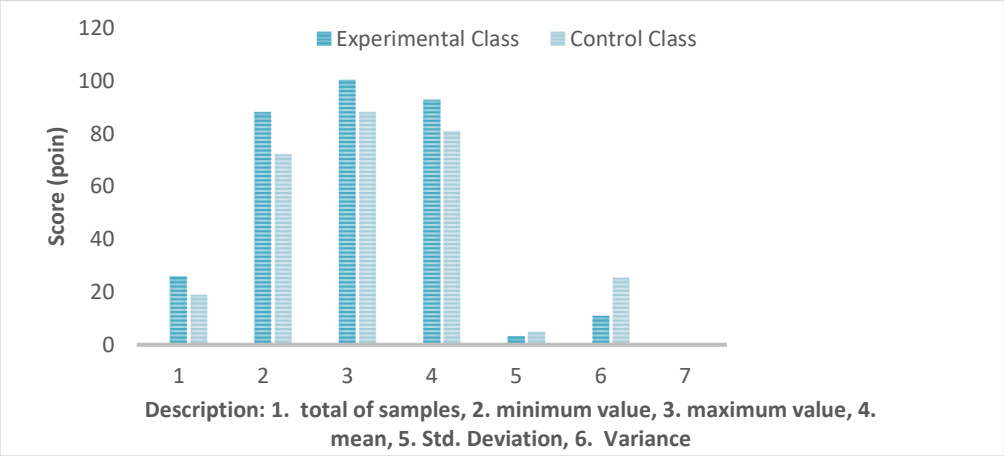

Figure 2. Descriptive analysis

Making videos has a significant effect on the formation of new knowledge in an impressive manner, students are guided to find references related to the assignment of making videos, processing information systematically and measurably will capture the information they will put in the video. Videos made by students will be memorable because they are the result of their own work from the process of searching for information independently, in the future students will get used to being literate independently, students who are faced with various problems will get used to solving themselves responsibly and solving problems with full of responsibility.

Literacy culture is very interesting to study, the relevance of the process of student development is the answer to increasing the willingness and ability of literacy that is integrated with technological advances that suit the needs of students. The digitization process cannot be separated from the process of managing the ability to read, write, think critically, solve problems, communicate effectively and develop the potential of students. In addition to making videos, the process of reviewing videos made by students helps fulfill the measurement of students' competence in literacy using their understanding, knowledge and skills. The review will stimulate the motivation of students to increase understanding in gaining new insights in literacy by using learning videos that they have made in groups. The creativity of students is formed through understanding in the literacy process.

Video reviews help students manage information and create a culture of reading, writing, and reviewing various information independently. The purpose of literacy is to develop the character of students through a culture of literacy formation with embodiment in managing sources of knowledge and skills through sharing media and information sources. Digital literacy is a support in obtaining information online, training skills to think critically in solving problems at hand. Communication and teamwork will develop well.

The results of the inferential test obtained information. The results of the normality test obtained information on the data of the Asymp experimental class. Sig. (2-tailed) 0.016, Asymp value. Sig. (2 tailed) the value is 0.116 > 0.05, which means the data is normally distributed, while the Asymp information is obtained in the control class. Sig. (2 tailed) 0.307 > 0.05 which means the data is also normally distributed. The homogeneity test in the experimental class obtained information on the significance value of 0.288 > 0.05, so the data from the two groups of population data were the same (homogeneous) while the homogeneity test in the control class obtained information on the significance value of 0.802 > 0.05, so the data from the two groups of population data were the same (homogeneous).

The data obtained were then tested using an independent t-test using a parametric test. Based on the results of the independent sample t-test, information on the value of Sig. (2-tailed) < 0.05 then H0 is rejected and H1 is accepted, meaning that there is an effect of ice breaking and Making Video activities in non-classical learning models on students' literacy skills.

4. Conclusion

Results of the analysis of literacy skills, data obtained from the number of samples in the experimental and control classes were 26 and 19 people. The minimum values for the experimental and control classes were 88 and 72, the maximum values for the experimental and control classes were 100 and 88, respectively, the mean experimental and control classes were 92.6154 and 80.6316. From this information, it shows that literacy skills based on descriptive analysis of the experimental class (non-classical learning model using ice breking and Making Video activities) are better than the control class (classical learning model without using ice breking and Making Video activities). The inferential analysis obtained the results of the independent sample t-test, so the information on the value of Sig. (2- tailed) < 0.05 then H0 is rejected and H1 is accepted, meaning that there is an effect of ice breaking and Making Video activities in non-classical learning models on students' literacy skills.

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