THE EFFECT OF USING KAHOOT MEDIA ON STUDENTS' COLLABORATIVE ATTITUDES IN ICE BREAKING GAMES IN CLASS V SDN PONDOK RANJI 01

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ABSTRACT

This research is motivated by the research hypothesis which suspects that there is an effect of using kahoot media on the cooperative attitude offifth grade students in the ice breaking game. Aiming to get results is there any effect of using kahoot media on the attitude of student cooperation in the ice breaker game and how big is the effect. This research was conducted at SDN Pondok Ranji 01, South Tangerang. The method in this study is to use a survey method using a questionnaire inthe instrument. The population in this study is 150 students of class V andto take samples, namely by taking two classes, namely as many as 60 students. the result of the calculation is that the value is Fcount > Ftable (38.127 > 3.92) then Ho is rejected and Ha is accepted. Thus the regression equation obtained has the influence of variable X (Kahoot Learning Media) on variable Y (cooperation attitude) and based on the coefficient of determination test that the Rsquare value is 0.243 or KD = 0.243 X 100% = 24.3%. This can be interpreted that the Kahoot Learning Media has an effect of 24.3% on the attitude of cooperation. While 75.7% is influenced by other variables that affect the attitude of cooperation.
Keywords*: Media Kahoot, Attitude of Cooperation, Ice Breaking*

INTRODUCTION

Entering the era of increasing technological advances, where technological growth has faced quite rapid growth. So that this progress is influenced by various aspects of life both in the fields of politics, economics, culture, art and especially in the field of learning. There are things that we cannot keep away from with the existence of technological progress, because technological progress goes perfectly with the progress of science, where in science students are taught about indications and natural reality and to practice this science. In the field of technological learning, we can clearly see that there are many media as workers and students in doing assignments.

According to (Jalil, 2018) that in Indonesia, education is directed at developing human beings with character, civilization and dignity. This noble goal is clearly stated in Law Number 20 of 2003 concerning the National Education System. The nation's leaders see education as a forum to uplift the nation's degraded morals. Many of them only teach the knowledge (cognitive) aspect of education. Students are only crammed with knowledge about the concept of knowledge and information. Learning activities are only "confined" to memorizing concepts given by the teacher. Learning in schools has rarely touched on the realm of attitudes (affective) and skills (psychomotor). Therefore, (Jalil, 2018) explains that learning activities are needed with a holistic approach that covers all aspects of learning. In other words, holistic learning and approach is learning that is assessed from all aspects of competence, be it knowledge, skills, attitudes, and divine (spiritual) aspects at once.

Towards the end of 2021, the government allowed limited face-to-face education (PTM) activities in stages in each region. Based on January 2022, face-to-face schooling came into effect.

This matter is based on the issuance of the latest 4 Ministerial Joint Decree (SKB) message on Guidelines for the Implementation of Education during the Coronavirus Disease 2019 (Covid 19) Pandemic. In the latest SKB, education units are required to hold limited Face-to-Face Education (PTM), learning units in the achievement of dose 2 vaccination in educators and education personnel above 80% and achievements in dose 2 vaccination in the elderly community above 50% and student participants according to regulatory provisions (Caesaria, 2022). Until now, the learning process has been carried out efficiently throughout the school and in compliance with health protocols. The adjustment of students to be experienced in the classroom is quite limited and makes fellow learners not yet created on each behavior or personality value that must be applied.

Learners will definitely face many problems related to learning activities or learning assignments. Furthermore, the transition of students' circumstances after studying for approximately two years of learning from home, these circumstances make students less effective in receiving learning materials, because when students learn from home, students must be able to understand the material without being able to explain it.

Quoted from the page of the Director General of PAUD, Basic Education and Secondary Education, Ministry of Education and Culture, Jumari, S.T.P, M.Si explained that, this limited direct learning activity will be tried after the government completes the vaccination of educators and education personnel (Minister of Education, Culture, 2021). Not only that, that teaching and learning activities are based on micro PTMs that have been determined according to the provisions of their respective regions. After further research, SDN Pondok Ranji 01 has penetrated the comfort zone, which means that limited face-to-face learning (PTM) can be implemented.

Teachers can also utilize learning technology media that is currently presented on various digital platforms that help in the education process. In the digital world, there are definitely changes in the world of learning, one of which is the availability of interactive media for teachers to manage interactive activities with student participants. It means that the use of media also supports student participants to make the educational atmosphere more interesting and interactive. It is stated in the word of Allah SWT in QS Al- Mujadalah: 11, as follows:

$$\text{يَٰٓأَيُّهَا الَّذِينَ آمَنُوٓا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللّٰهُ لَكُمْ ۖ وَإِذَا قِيلَ انْشُزُوا فَانْشُزُوا}$$

$$\text{يَرْفَعِ اللّٰهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللّٰهُ بِمَا تَعْمَلُونَ خَبِيرٌ - ١١}$$

Meaning: O you who believe, when it is said to you, "Make room in your assemblies," make room, and Allah will make room for you. And when it is said: Stand up, then stand up, surely Allah will elevate those who believe among you and those who are given knowledge a few degrees, and Allah is well aware of what you do (Q.S Al-Mujadalah: 11).

Regarding the meaning of the message above that an educator needs to have broad knowledge and knowledge, have a good character and keep up with the times, because the educator is a figure who is digugu and imitated. So, whatever the educator does or does becomes an example to his students, whether from clothes, attitudes, or behavior. Indeed, Allah knows what you do.

According to Tondeur et al., in (Mulyani & Haliza, 2021) explains that digital technology has now begun to be utilized in the field of education as a tool to support learning, either as an information tool (a means of accessing information) or as a learning tool (supporting task learning activities).According to (Bahar H, Setyaningsih D, Nurmalia L, 2020) Kahoot can also be interpreted as an interactive learning media because kahoot can be used in teaching and learning

activities such as holding pre-tests, post-tests, practice questions, material reinforcement, remedial, enrichment and so on.

From the results of observations through interviews with several students in the field show that students tend to be silent in the classroom, and are still very awkward in communicating between students at SDN Pondok Ranji 01. Then learning in the classroom lacks interactive between teachers and students, besides that the need for a game that makes the atmosphere and interaction between students begin to form. By starting with the initial activity, namely ice breaking assisted by Kahoot media which is carried out in groups to form an attitude of cooperation between students, so that the learning process is expected to form cooperation in groups so that the attitude of cooperation is formed. Based on what has been described above, the author is encouraged to raise the research title, namely: "The Effect of Using Kahoot Media on Student Cooperation Attitudes in Ice Breaking Games in class V SDN Pondok ranji 01"

The method used in this study is in accordance with the formulation of the problem in this study, namely the effect of using kahoot media on the attitude of student cooperation in ice breaking games in class V, with this research will use a quantitative approach, this approach is in accordance with the problems to be studied by researchers. The quantitative approach according to (Sugiyono, 2015a) is a method that requires research data in the form of numbers and analysis using statistics. The quantitative approach can be interpreted as an approach in the form of research based on the philosophy of positivism used to examine certain populations and samples, data collection using research instruments with the aim of testing predetermined hypotheses.

For this reason, the method used in this study is to use a survey method. The survey method according to Adiyanta (Adiyanta, 2019) survey research was developed as a form of positivist approach to social sciences, and provides questions for research on reports of beliefs / beliefs in self-behavior. This survey method is considered appropriate by researchers to obtain data which will later be processed with the aim of solving the problems that are the objectives of this study, by digging up research data information from questions that can be revealed in detail that describe existing phenomena.

This research was conducted in one elementary school in one area in the eastern ciputat village area using one level, namely class V. The instrument used in this study to obtain data was a questionnaire.

LITERATURE
A. Media
   1) Definition of Learning Media

Media is anything that can be used to channel messages from sender to receiver so that it can stimulate thoughts, feelings, attention and interests and attention of students in such a way that the learning process occurs. According to Gerlach and ely (1971) in (Irwan & Waldi, 2019) explain that media when understood broadly, media are people, materials, or events that build conditions so that students are able to acquire knowledge, skills, or attitudes.

In the world of education and learning, media is defined as tools and materials that carry information or learning materials that aim to facilitate achieving learning goals, (Hamdani, 2011). Learning media tend to be classified into graphic, photographic or electronic tools for capturing, processing and recompiling information and recompiling visual or verbal information. Learning media are all forms of physical equipment that are designed in a planned manner to convey information and build interaction, (Yaumi, 2018).

According to Arief Saidiman, et al in (Irwan & Waldi, 2019) the uses of media in the teaching and learning process are generally as follows:

1. Clarify the presentation of the message so that it is not too verbal.
2. Overcoming the limitations of space, time and sensory power.
3. The use of educational media in a varied manner can overcome the passivity of students.

Types of Learning Media

According to Ashar (2011: 44-45) in (Hapsari, 2017) there are four groupings of types of learning media, namely:

1. Visual media is a type of media that is used by involving the sense of sight, for example print media such as books, journals, maps, pictures and so on.
2. Audio media is a type of media that only involves hearing. Examples of tape recorders and radios.
3. Audio visual media is a type of media that in its use involves the sense of hearing and the sense of sight at once. Examples of films, videos, TV programs, and so on.
4. Multimedia is media that involves several types of media and equipment in an integrated manner in a learning process or activity. For example, this NHT-type cooperative media is interactive media. Learning media will facilitate the process of learning activities so that learning objectives will be easily achieved.

Classification of Learning Media

According to Setyosari & Sihkabuden, in general, the media classifies learning media based on five categories. Namely media classification based on: form and physical characteristics, type and level of experience gained, sensory perception gained, use and utilization among others:

Classification based on shape and physical characteristics

1. Two-dimensional learning media
   Namely media whose appearance does not use projection media and is length by width and only observes from one direction of view only. Such as maps, chart images, and all media that are only seen from two sides.
2. Three-dimensional learning media
   Namely media that does not use projection media that can be observed from any direction of view. For example tables, chairs, cars and so on.
3. Motion viewing media
   Namely media using projection media that can display moving images on the screen.
4. Still viewing media
   Namely media that uses projection media that only displays a still image on the screen (not moving / static). For example photos, writings and so on.

Learning media can also be classified into categories including:

1. Audio: audio tapes, radio broadcasts, cds, telephones, MP3s
2. Print: textbooks, modules, brochures, leaflets, pictures, photos
3. Audio-print: audio tapes with written materials
4. Silent visual projection: Over Head Transparent (OHT), slides
5. Silent audio-visual projection: sound slides
6. Motion visuals: silent movies
7. Motion audio visual: video/VCD/television
8. Physical objects: real objects, models

9. Human and environment: teachers, librarians, laboratory assistants (education personnel)
10. Computer (Noor, 2021)

B. Kahoots
1. Definition of Kahoots

Kahoot is a medium in the form of a web-based interactive learning application that can be used to create simple quizzes and games. According to (Putri A, 2019) Kahoot is an interactive learning media that can be used to make the learning process fun and not boring for both students and teachers. Because the learning style emphasized by Kahoot involves an active role relationship between students' participation and their peers in a competitive manner towards the learning that is being or has been studied.

2. Steps to Use Kahoot

In this application students are asked to access either by downloading the application or exploring it on a web page using a mobile phone or computer. According to (Putri A, 2019) the use of Kahoot media requires several materials as a tool for student interaction to make this activity optimal, namely:

a) The equipment that must be prepared by the teacher is an Overhead Projector and a screen
b) Students prepare and bring smartphones, tablets or laptops
c) The school prepares a strong and reliable internet connection
d) If the above equipment has been fulfilled, then you can follow the next process. For educators to make quizzes, we need to follow the steps below:
e) In the first stage, we have to visit the kahoot.com website, at that stage we have to register using a gmail or facebook account
f) Open kahoot as desired, click quiz to create multiple choice type questions
g) Each question can be set for the length of time to answer and the score obtained depends on the difficulty level of the question
h) The final stage, each question in kahoot can be given pictures and videos to add interesting content or to provide assistance in answering the question.
i) When finished, the teacher can copy the link or PIN (combination of numbers) to access the quiz that has been made

3. Strengths and Weaknesses of Kahoot as Learning Media
According to (Chumairok, 2020) The advantages of the kahoot application are that it can invite student participation, the game is flexible and the kahoot game is an entertaining and fun game.
According to Nathan & Scobell. (2012) in (Sururoh, 2020) the advantages and disadvantages of kahoot as a learning medium include the following:
1. Excess
   a. Class atmosphere can be more fun
   b. Children are trained to use technology as a medium for learning
   c. Children are trained in their motor skills in operating the Kahoot.
2. Weaknesses
   a. Not all teachers understand today's technological developments
   b. Inadequate school facilities
   c. Children are easily influenced to open other things
   d. Limited class meeting hours

e. Not all teachers have the time to organize, develop learning plans with Kahoot.

C. Attitude

1. Definition of Attitude

Attitude is the most important concept in social psychology which discusses the elements of attitude both as individuals and groups. According to Soetarno, (2004: 148) in (Sukarelawati, 2019) reveals that attitude is a view or feeling that is accompanied by a tendency to act towards certain objects. Meanwhile, according to Sardiman (1996: 275) in (Susanto A, 2013), attitude is a tendency to carry out certain methods, methods, patterns, and techniques to the surrounding world, both in the form of individuals and certain objects. Attitude refers to a person's actions, behavior or actions.

2. Attitude Characteristics

According to Sax (1989) in (Suharyat Y, n.d.) there are several characteristics (dimensions) of "attitude". Namely direction, intensity, breadth, consistency, and spontaneity (characteristics, of behavior are aim, intensity, intensity, consistency, spontaneity). The explanation is as follows:

a) Attitude has direction: it means that attitude is divided into two directions, agreeing or disagreeing, whether supporting or not supporting, whether taking sides or not taking sides with someone as an object.

b) Attitude has Intensity: the depth or strength of attitude towards something is not necessarily the same even though the direction may be different.

c) Attitude has breadth: that is regarding the breadth which includes the scope of aspects of the attitude object that is approved or not approved by someone.

d) Attitude also has consistency: conformity between the attitude statement put forward and the response to the object of the attitude, or the lack of guidance in behaving.

e) Attitudes that have spontaneity: meant by knowing the extent of the subject's readiness to express his attitude spontaneously.

thus an attitude can be said to have high spontaneity, if the attitude is expressed without the need for disclosure or pressure so that the subject expresses his attitude.

D. Concept of Cooperation Attitude

1. Definition of cooperation

Cooperation is an activity in a small group where there are activities of sharing and working collaboratively to complete a job. According to (Rahayu et al., 2020) cooperation is a combination of the individual attitudes of each student and the attitudes of different groups. According to Burton in (Rahayu et al., 2020) that cooperation is a way carried out by individuals to conduct discussion relationships with other individuals. This application is needed in group activities where each individual must accept openness and input from other friends.

2. Criteria in a cooperative attitude

According to Eggen and Keuchak in (Rahayu et al., 2020) there are several criteria in an attitude of cooperation, including:

1. Politely listening to others speak
2. Interrupt properly and politely
3. Respect other people's opinions or ideas
4. Capturing other people's ideas appropriately before expressing disagreement
5. Supporting every member's participation

E. Ice Breaking Game

1. Definition of cooperation

   According to Ahmadi in (Wahyu Wijayanti, 2021) states that a game is an action that contains fun and is carried out of its own free will, without coercion, with the aim of getting pleasure when doing these activities. According to Suyatno in (Wahyu Wijayanti, 2021) he revealed that there are two types of games in a lesson, namely the first game leads to education with a specific purpose. The second is the type of game used in the learning process and is solely intended as a pure game (ice breaker), as this game is to liven up the atmosphere. According to (Deswanti et al., 2020), ice breaking in a lesson can make the atmosphere less boring, cheerful, and excited. In its application, providing ice breaking can train cooperation between students, make students more active, and can learn about a concept or topic in a fun atmosphere.

2. Types of Ice Breaking Models

   According to (Amalia, 2020), some experts classify in several basic categories according to the technical delivery / application of the ice breaking model, among others:

   a. Energizing sentence

      Before the teacher starts the lesson, the teacher should provide motivation or beautiful sentences such as encouraging sentences so that students are motivated and enthusiastic in participating in learning activities in class.

   b. Hand clapping

      Clapping as an ice breaker is very effective to increase students' concentration before the learning process begins. In addition, hand clapping is also useful for conditioning students to refocus. The technique can be done easily without having to think about long things.

   c. Games

      Vygotsy states that play has a role that can pay attention to students to the subject matter delivered by the teacher.

   d. Body Movement / Gymnastics

      Ice breaking by doing body movements aims to make the body and blood circulation smooth after a long period of silence in learning activities. The thought process will also become more creative and fresh.

   e. Story Telling

      Storytelling in ice breaking is to tell a true story based on reality or fiction. Stories must contain examples. One of the benefits of story telling in ice breaking is to increase creativity and imagination.

   f. Singing

      Singing is one of the easiest and most favored ice breaking. In ice breking, singing songs is a reference for students to be happy in the atmosphere. Ice breaking singing requires the accuracy of notation or tone.

   g. Audio Visual

      With audio visuals, it can attract students' motivation because of their curiosity. The most preferred type that can be used in the learning process, both at the beginning of learning, during core activities and at the end of the learning process.

RESULTS AND DISCUSSION

The results of the validity test of variable X obtained from 30 questionnaire items 27 valid items and on variable Y from 30 questionnaire items 26 valid items. The reliability test results are addressed by the Cronbach's alpha value, where the X variable value is 0.825 and the Y variable value is 0.869. it can be concluded that the instrument is quite reliable or trustworthy.

The second stage is the stage that is a requirement for data analysis, this requirement stage includes testing normality, homogeneity and linearity. The results of the normality test on this questionnaire were declared normal because it refers to if the significance value is > 0.05, then the residual value is normally distributed. The significance value obtained is 0.189 > 0.05, it can be concluded that the residual value is normally distributed. The results of the homogeneity test in this study are declared homogeneous referring to decision making if the significance value> 0.05, the data distribution is homogeneous. because in this study the significance value is 0.100> 0.05, the value is homogeneous. The last stage in the analysis requirements is the Linearity test, the Linearity test function is used to determine the form of the relationship between the independent variable and the dependent variable. In testing the linearity of the questionnaire data in this study it was declared linear because the sig value. deviation from linearity 0.231 > 0.05, based on the basis of the decision if the sig. deviation from linearity value is greater than 0.05, then thus the independent variable and the dependent variable have a linear relationship.

The next stage is the data analysis stage, this stage uses simple regression to determine whether there is an influence between variable X (independent) on variable Y (bound) and how much influence variable X has on variable Y. decision making based on If Fcount ≤ Ftabel then Ho is accepted and Ha is rejected, while if Fcount> Ftabel then Ho is rejected and Ha is accepted. Description: Ho: $\beta = 0$ (there is no effect of X on Y) Ha: $\beta \neq 0$ (there is an influence of X on Y). the results of the calculation obtained the value is Fhitung> Ftabel (38.127> 3.92) then Ho is rejected and Ha is accepted. Thus the regression equation obtained there is an influence of variable X (Kahoot Learning Media) on Variable Y (Cooperation Attitude).

Furthermore, to determine the magnitude of the influence of variable X (independent) on variable Y (bound) requires testing the coefficient of determination. The results obtained from the coefficient of determination test that the R square value is 0.243 or KD = 0.243 X100% = 24.3%. This can be interpreted that Kahoot Learning Media has an effect of 24.3% on Cooperation Attitude. While 75.7% is influenced by other variables that affect the attitude of cooperation.

CONCLUSION AND CLOSING

This study aims to determine the effect of using kahoot media on the attitude of cooperation of fifth grade students in ice breaking games. The sample used is 60 respondents, it can be concluded, based on the research results from the calculations obtained, the value is Fhitung> Ftabel (38.127> 3.92) then Ho is rejected and Ha is accepted. Thus the regression equation obtained is the influence of variable X (Kahoot Learning Media) on variable Y (Cooperation attitude).Based on the research results obtained from the coefficient of determination test, the Rsquare value is 0.243 or KD = 0.243 X 100% = 24.3%. This can be interpreted that Kahoot Learning Media has an effect of 24.3% on the attitude of cooperation, while 75.7% is influenced by other variables that affect the attitude of cooperation.

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