The Effect of the Buzz Group Method on Student Learning Activity in Social Studies Subjects at Elementary School

Dewi Fatmawati[1*]; Vanda Rezania[2]

[1,2]*Elementary School Teacher Education, Universitas Muhammadiyah Sidoarjo, Indonesia*
[1*]*Corresponding Email: dwati1706@gmail.com, Phone Number: 0821 xxxx xxxx*

Article History:
Received: July 24, 2023
Revised: Sept 02, 2023
Accepted: Sept 22, 2023
Online First: Jan 02, 2024

Keywords:
Buzz Group Method,
Social Studies,
Student Learning Activeness.

Kata Kunci:
Ilmu Pengetahuan Sosial,
Keaktifan Belajar Siswa,
Metode Buzz Group.

How to cite:
Fatmawati, D., & Rezania, V. (2024). The Effect of the Buzz Group Method on Student Learning Activity in Social Studies Subjects at Elementary School. *Edunesia : Jurnal Ilmiah Pendidikan, 5*(1), 312-331.

Abstract: The buzz group method is one of the methods used in learning to solve problems. The material in social science subjects is learning that contains topics about social science in society, so learning activeness is needed to solve problems. This study aims to determine the effect of the buzz group method on learning activeness in grade V social studies subjects at SDN Kebakalan Porong. This study used a quantitative approach with a Pre-Experimental research type with One one-group pretest-posttest type. The population used was 32 people. Data collection techniques in the research were conducted using questionnaire sheets and documentation. Data analysis techniques used by researchers include normality tests and T-tests using Paired Sample T-tests. Based on the results of the research data obtained, the average value of learning activeness in the pretest was 67%, while the average value of learning activeness in the posttest showed an increase of 80%. This research proves that the buzz group method affects student learning activeness in 5th-grade social studies subjects at SDN Kebakalan Porong.

Abstrak: Metode buzz group adalah salah satu metode yang digunakan dalam pembelajaran untuk menyelesaikan masalah. Materi pada mata pelajaran ilmu pengetahuan sosial merupakan pembelajaran yang memuat topik tentang ilmu sosial bermasyarakat maka dibutuhkan keaktifan belajar untuk menyelesaikan permasalahan. Penelitian ini bertujuan untuk mengetahui pengaruh metode buzz group terhadap keaktifan belajar pada mata pelajaran IPS kelas V di SDN Kebakalan Porong. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian Pre-Experimental dengan tipe One Group Pretest-Posttest. Populasi yang digunakan 32 orang. Teknik pengumpulan data pada penelitian yang dilakukan menggunakan lembar kuesioner dan dokumentasi. Teknik analisis data yang digunakan peneliti menggunakan uji normalitas dan uji T menggunakan Paired Sample T-test. Berdasarkan hasil data penelitian yang diperoleh rata-rata nilai keaktifan belajar pada pretest menunjukkan hasil 67% sedangkan nilai rata-rata keaktifan belajar pada posttest menunjukkan kenaikan menjadi 80%. Penelitian ini terbukti bahwa metode buzz group berpengaruh terhadap keaktifan belajar siswa pada mata pelajaran IPS kelas 5 di SDN Kebakalan Porong.

https://doi.org/10.51276/edu.v5i1.689

A. Introduction

Classroom learning activities are carried out by teachers who provide material to students. The process of learning activities between teachers and students requires good interaction in order to achieve learning objectives. As a teacher, of course, you have the qualifications to encourage students to be active in learning activities in the classroom. Students who need more participation can help the learning process. Teachers certainly need an approach supporting students to participate equally in classroom learning activities (Kamza et al., 2021). The process of learning activities in the classroom takes time, as explained in the Quran in Surah At-Thaha verse 114 below:

فَتَعَٰلَى ٱللَّهُ ٱلْمَلِكُ ٱلْحَقُّ ۗ وَلَا تَعْجَلْ بِٱلْقُرْءَانِ مِن قَبْلِ أَن يُقْضَىٰٓ إِلَيْكَ وَحْيُهُۥ ۖ وَقُل رَّبِّ زِدْنِى عِلْمًا

Meaning: "So Allah is truly High, and do not hasten to read the Quran before it is revealed to you in perfection, and say: "O my Lord, increase me in knowledge".

Education is a universal activity in human life. Education is available anywhere and anytime globally, and anyone has the right to education (Bahning, 2019). Education is a human effort to humanize humanity, namely civilizing or ennobling humans. Spreading the correct and appropriate knowledge of education requires extensive knowledge. Educators who must have broad insights into the world of education in shaping learning activities are also needed.

Learning has many innovations and various innovations so that teachers can adjust to students' character. Students have different characters, talents, and interests, but students are gathered together to learn together. A learning environment with different student characters can support students to learn to understand each other with other students. Teachers can also instill character education in students to improve student character. Students must also develop themselves to participate in school learning activities (Lestari et al., 2022).

This learning activity can also be used as an opportunity for students to develop themselves as a student. Of course, many things need to be learned before the student grows into an adult who can do anything independently without help from others (Sitaman & Wahyuni, 2021). The learning process is not only about providing material to students, but teachers also provide skills and character education that should be formed early. Learning activities involve teacher and student interactions, where the teacher will explain, and then students will understand the material provided by the teacher (Sulistyani et al., 2016). Explaining material for students to understand will only make students feel bored because student assessment is based on cognitive, attitude, affective, psychomotor, or skill assessments. The assessment that has been mentioned must be achieved by students so that learning activities can be achieved. Then, learning activities require teacher participation and student participation as well, so that is formed into active learning (Rahayu et al., 2019).

Active learning is a learning activity involving students in classroom learning, both mentally and physically (Hollingsworth & Lewis, 2019). Involving students in the classroom

https://doi.org/10.51276/edu.v5i1.689

can create active learning, one of which is that students always do assignments from the teacher, students ask questions if they do not understand the material, argue and convey ideas in discussions to solve the problems discussed, present the work they have made is a form of activeness in learning activities. Learning activeness is the activity of the student learning process by showing students to follow and carry out the tasks given (Sinar, 2018). The teacher can see student learning activeness, namely: (1) Students participate in carrying out the assigned tasks (2) Students are involved in problem-solving (3) Students ask teachers or friends when they do not understand the problem (4) Students want to try to find information to solve problems (5) Students take part in discussions according to orders from the teacher (6) Students can assess the abilities and results they have done (7) Students train themselves by solving similar problems or problems (8) Students apply their abilities in solving tasks or problems with information that has been obtained (Sudjana, 2017). Several necessary things must also support student learning activeness because it is possible that students will feel bored and uninterested in learning activities, so teachers can provide stimuli, explain learning objectives clearly, help students with instructions for learning material, reward students, make evaluation tests along with concluding learning activities (Prasetyo & Abduh, 2021). Social studies learning is one of the subjects that students must learn at the elementary school level, and social studies learning teaches the importance of social science in social life. Science related to social society is undoubtedly essential as a provision for a student who will plunge into the community environment, so with learning activities in the classroom, learning is often done only by providing information, which only makes students passive in the classroom.

Learning activities in the classroom often use the lecture method, which will only make students listen to the explanation of the material from the teacher. This method can make students feel bored and uninteresting, resulting in passive learning in the classroom. Based on the results of observations made by researchers at SDN Kebakalan Porong on November 28, 2022, researchers conducted interviews with 5th-grade teachers and made observations directly observing the learning activity process. Researchers found phenomena that occurred during learning activities. Learning activities are carried out using the lecture and small group discussion methods. Interviews conducted by researchers also provide results where the teacher provides information about learning activities as explained by the class teacher: "When I apply the discussion method in the class, classroom activities experience obstacles such as lack of active students in expressing opinions, quiet students are less active in conducting discussions, students look confused to start discussions with their groupmates, students do not dare to ask and answer questions given, and students are confused about which part they should work on". This phenomenon is also experienced in research conducted at SD Negeri Jembayat 02, on the results of the observations carried out, showing the phenomena experienced during learning activities, namely students tend to be passive in-class learning activities and learning outcomes that are less than optimal (Sulastri, 2018).

https://doi.org/10.51276/edu.v5i1.689

Based on the two problems described above, to form and encourage student learning activeness, an effective learning method is needed to encourage student learning activeness in social studies subjects so that learning activities do not tend to be passive and boring. Proven by research that has been done at SDN Dadapan Solokuro, applying a buzz group method during math learning activities shows an increase in learning outcomes after applying the method. In experimental research conducted through the assessment produced in the control class, the average test score was 45.67% and then increased in the experimental class to 60%. These results indicate that research using the buzz group method can affect student learning outcomes (Mauizdati et al., 2021).

The buzz group method is an effective method to be applied, which can help solve a problem to get the solution. The buzz group method is one of the methods used in learning to solve problems and has several steps: (1) The teacher provides and explains the topic that will need to be discussed and solved the problem (2) The teacher guides students to create large groups by discussing to determine the leader of the large group (3) The teacher guides students to form small groups (4) The teacher will distribute parts of the topic to each small group to solve the problem (5) The teacher guides students to help students divide the tasks in each group so that students are more directed (6) Students discuss with their respective groups by adjusting the time given (7) After the discussion activity is complete, The results of the work will be collected to the prominent group leader (8) The significant group leader will begin to direct each small group to present the results of its discussion (9) After completing the presentation the teacher will evaluate the discussion activities that have been carried out (Budiyanto, 2016).

Based on the results of observations made by researchers at SD Kebakalan Porong, learning activities also apply several methods by adjusting the material to be given, one of which is the discussion method. The discussion method is applied by dividing students into small groups of 4-5 members to be given problems and solved together. Methods that are considered adequate can also be considered ineffective again due to several obstacles encountered, one of which is that in discussion activities, students tend to refrain from sharing ideas and be quiet, resulting in less-than-optimal classroom learning activities. Based on the problems described through observations made by researchers, this study aims to determine whether the buzz group method can affect teaching and learning activities in class 5 at SDN Kebakalan Porong. The researcher formulated the problem as follows, namely: "Can the buzz group method affect the learning activeness of grade 5 students in social studies subjects at SDN Kebakalan Porong?". Researchers argue that the buzz group method is a discussion learning method that can support students to be more active in discussing and exchanging ideas with their group mates.

Discussion activities in class are beneficial for students. In addition to providing new information for students, students can be more expressive and convey opinions when learning in class (Maulidiya et al., 2023). Student learning activeness should be an essential thing for teachers to pay attention to when preparing learning activities so that student learning activeness can support the success of learning activities in the classroom. So, in

https://doi.org/10.51276/edu.v5i1.689

connection with ways to increase student learning activeness in the classroom, this study aims to determine the effect of the buzz group method on student learning activeness. The buzz group method aims to increase student learning activeness by discussing, so using the buzz group method can increase student learning activeness during learning activities in the classroom.

B. Method

This research uses a type of quantitative approach with experimental research. This experimental research conducted by researchers is used to find the effect of given variables on other variables in a systematic or controlled manner (Kurniawan, 2018). Researchers used a Pre-Experimental research design with the One-Group Pretest-Posttest type, which uses only one group to be tested in pretest and posttest. This research was conducted with a pretest and posttest to provide more accurate results in comparing research without and given treatment. The design in research using One Group Pretest-Posttest can be described as follows (Sugiyono, 2017)

Table 1. One Group Pretest-Posttest Research Design

Group	Pretest	Treatment	Posttest
Experiment	O_1	X	O_2

O_1 = pretest score (before treatment)
X = Treatment
O_2 = posttest value (after being treated)
The effect of treatment on student learning activeness = (O_2 - O_1)

The variables used in this study use two variables, namely the independent variable, which is the variable that affects and is called the independent variable, namely the buzz group method (x), then the dependent variable, which is the variable that is affected and is called the dependent variable, namely student learning activeness (y). The subject determined by the researcher to be used as a research site is SDN Kebakalan Porong. The researcher uses the subject after conducting interviews and observations before the research is carried out, resulting in the fact that the object to be studied is by the researcher's criteria. This study used a population of 32 grade 5 students of SDN Kebakalan Porong. This study uses nonprobability sampling techniques in selecting sampling techniques that have been determined, namely, using saturated sampling techniques. This saturated sampling technique is used when the study uses all population members to be sampled, which aims to make generalizations with minor errors (Sugiyono, 2017). Students will then undergo a pretest and posttest, where in the trial, students will follow the control class and the experimental class, where the control class will be given learning with the lecture method. At the same time, the experimental class will follow the buzz group method.

https://doi.org/10.51276/edu.v5i1.689

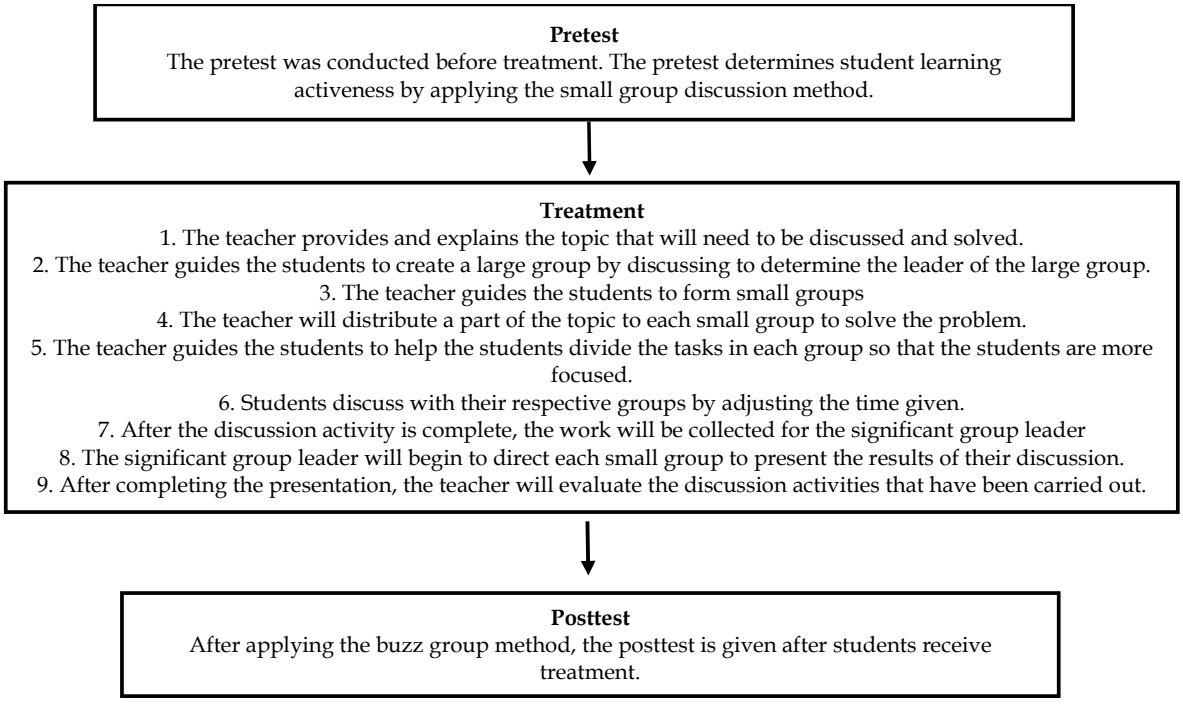

Figure 1. Research Flow

Researchers used data collection techniques with questionnaires and documentation. The instrument used by researchers is a student learning activeness questionnaire sheet. The student learning activeness questionnaire sheet prepared by the researcher uses a Likert scale to measure students' opinions, attitudes, and perceptions. The answers in each instrument item have levels from positive to negative in the form of words Strongly Disagree (STS), Disagree (TS), Undecided (RG), Agree (S), Strongly Agree (SS), where each answer will be given a score to be summed up after the respondent fills out the questionnaire. The questionnaire sheet that has been prepared by the researcher to be distributed to students contains 24 statements for the trial class. The student learning activeness questionnaire sheet given to students to find out their activity in learning consists of several indicators of student learning activeness adapted by researchers from expert theories by mentioning several indicators, namely: (1) Students participate in carrying out the assigned tasks (2) Students are involved in problem-solving (3) Students ask teachers or friends when they do not understand the problem (4) Students want to try to find information to solve problems (5) Students take part in discussions according to orders from the teacher (6) Students can assess the abilities and results they have done (7) Students train themselves by solving similar problems or problems (8) Students apply their abilities in solving tasks or problems with information that has been obtained (Sudjana, 2017).

Researchers will also conduct a validity test and reliability test, which is used to test the questionnaire made by the researcher by testing the validity of the instrument in the form of a questionnaire using Product Moment, namely calculating the correlation coefficient between the questionnaire item score and the total score of the questionnaire if the calculation at the significance level > 0.05, the calculated coefficient value is smaller than

https://doi.org/10.51276/edu.v5i1.689

the calculated price, the questionnaire item is declared invalid, otherwise if the calculated coefficient value is greater than the calculated price, the questionnaire item is declared valid. Researchers also use a reliability test using the Cronbach Alpha formula for research instruments in the form of a questionnaire. Suppose the Cronbach's Alpha value is> 0.60. In that case, the questionnaire made by the researcher is declared reliable or consistent, but if the Cronbach's Alpha value is < 0.60, the questionnaire is declared unreliable or inconsistent (Ananda & Fadhli, 2018).

The data analysis technique used by researchers uses simple linear regression, which is used to calculate variable x (buzz group method) on variable y (student learning activeness), whether it has an influence or not. Researchers use the normality test to determine whether the data distribution is standard using the Kolmogorov-Smirnov technique. The data test results are normal if the probability or p > 0.05, but if the data test results < 0.05, then the data distribution results are not normal. The next test is hypothesis testing using the T-test with the Paired Sample T-test type. This test is carried out after the data is declared normal. The results of the calculation of the T-test data analysis state that if the significance < 0.05, then Ho is rejected, but Ha is accepted, indicating that there is an effect of the buzz group method on student learning activeness if > 0.05, then Ho is accepted, but Ha is rejected, indicating that there is no effect on student learning activeness. The last test carried out in this study used a simple linear regression test. Hypothesis testing in decision-making using the T-test determines whether the buzz group method variable affects the student learning activeness variable (Ananda & Fadhli, 2018). The tool used to assist in the calculation of this data analysis is the SPSS application.

C. Result and Discussion

Result

Classroom learning involves the interaction of teachers and students in the teaching and learning process. Learning activities with teachers who tend to be more active or teacher-centered will only make students inactive during learning activities because students will only tend to see, hear, and memorize a concept during each learning activity (Helmi & Baysha, 2019). Learning activities certainly require a learning method to attract student learning, especially in social studies subjects that have material whose completion requires group discussions. The activeness of student learning also influences group discussions during learning activities, so teachers must also make the learning environment active. According to Modell and Michael, what is meant by an active environment is that each student will be supported in the process of building a student's mentality by being supported to be active, such as asking questions, arguing, and discussing (Marchanisyah & Novita, 2012). The correct method to be applied during learning activities is the buzz group method, which effectively increases student learning activeness in the classroom.

The buzz group method has advantages when applied during learning activities. It can encourage shy students to dare to express their opinions when discussing and save discussion time because the division of tasks among students makes the task faster to

https://doi.org/10.51276/edu.v5i1.689

complete. Students are responsible for each problem, and learning activities become fun and more varied to attract students to enthusiasm for learning (Dimyati & Mudjiono, 2015). In addition to the advantages of the buzz group method, of course, it has several disadvantages such as if group members do not understand the course of the discussion, it will hinder the discussion, the short discussion time makes the results of the discussion less than optimal, the selection of an inappropriate leader allows getting a weak leader so that the teacher must be able to master the time and character of the students (Harahap, 2017). The purpose of the buzz group method itself is to create an active classroom atmosphere, develop students to dare to argue, train students to be active in discussion forums, train them to analyze and solve problems given by the teacher, foster students' enthusiasm for learning to solve the topic of the problem (Zahara et al., 2020). Methods that can attract the enthusiasm of learning to solve the topic of the problem, 2020) Methods that can attract students' enthusiasm for learning will affect learning activeness when learning takes place, so this research conducted by researchers to determine whether there is an effect of the buzz group method on student learning activeness.

There are stages before this research is carried out. The researcher conducted a trial of the student learning activeness questionnaire sheet instrument at another school, namely SDN Cangkringmalang III, at the same level, namely grade 5 SD, with a total of 20 students. A questionnaire sheet containing 24 statements was given to students. After the trial, the researcher conducted a validity test with Product Moment through SPSS. Researchers found that the validity test results showed that 18 statement items were valid out of 24 statement items given, with N = 20 with r table = 0.4227. The validity test showed that 18 statement items received values above the r table.

Table 2. Validity Test

Statement Number	R table: 0,4227	Conclusion
Statement 1	0,476849	Valid
Statement 2	0,517205	Valid
Statement 3	0,434967	Valid
Statement 4	0,626439	Valid
Statement 5	0,431879	Valid
Statement 6	0,580575	Valid
Statement 7	0,438633	Valid
Statement 8	0,490934	Valid
Statement 9	0,485441	Valid
Statement 10	0,647163	Valid
Statement 11	0,563013	Valid
Statement 12	0,431656	Valid
Statement 13	0,650648	Valid
Statement 14	0,441372	Valid
Statement 15	0,643603	Valid

https://doi.org/10.51276/edu.v5i1.689

Statement Number	R table: 0,4227	Conclusion
Statement 16	0,463979	Valid
Statement 17	0,431616	Valid
Statement 18	0,518649	Valid

Researchers also conducted a reliability test, which was carried out to declare whether the questionnaire was actual or unrealizable. The researcher conducted a reliability test using Cronbach's Alpha, which, if > 0.60, the questionnaire was declared realizable and consistent. However, if < 0.60, the questionnaire was declared unrealizable. The reliability test results showed the results of 0.850, which indicated that the questionnaire was declared realizable and consistent.

Table 3. Reliability Test

Cronbach's Alpha	N of Items
.850	18

The questionnaire that has been declared reliable is used by researchers to examine student learning activeness at SDN Kebakalan Porong at the 5th-grade level with a total of 32 students. This research was conducted by conducting teaching practices carried out by researchers by applying two methods: the first method, namely the small group discussion method for the pretest, and the second using the buzz group method for the posttest. As a teacher, the researcher conducted the pretest by applying the small group discussion method. The teacher started the activity with greetings, took attendance, explained the material being studied, divided the students into several groups, distributed the LKPD, gave students time to discuss, presented the results of the discussion, then the teacher gave an evaluation, and conducted a question and answer session, after the learning activities were completed students would be given a questionnaire in which the researcher had prepared a statement.

The posttest was conducted by researchers by applying the Buzz Group method by following the lesson plan by following the phases of the Buzz Group method by starting learning activities by taking students' attendance, then explaining the material to be learned, the teacher explains the topic of the problem to be solved, the teacher guides students to form large groups and guides students to choose a significant group leader, after the significant group leader is elected the teacher will guide the leader to form small groups, then after the formation of small groups the teacher will share different sub-topics to solve the problem, The teacher guides students to distribute tasks in each group member so that students have their respective responsibilities, students discuss with the time given, the teacher also gives directions to students to help each other with group members, after the discussion activity is complete the LKPD will be collected to the significant group leader, then the group leader starts a presentation session on each small group representative, after

https://doi.org/10.51276/edu.v5i1.689

presenting the results of the discussion the teacher evaluates and asks if there is material that has not been understood.

Figure 2. Teacher Explains the Material

Figure 2. Students Read Teaching Materials

Figure 4. Students Discuss

Figure 5. Students Present Discussion Results

Figure 6. Teacher Evaluates Learning Activities

Figure 7. Students Fill in the Questionnaire Sheet

https://doi.org/10.51276/edu.v5i1.689

For learning activities that have been carried out, students will be given a questionnaire to fill in the statements provided by the researcher. The following is a list of questionnaire statements that have been made by researchers to be filled in by students when learning activities have been completed:

Table 4. Statement Table

No.	Statement	STS	TS	RG	S	SS
1	I carry out tasks with group discussions					
2	I ask the teacher if there is material that I need help understanding.					
3	I immediately discussed doing the task according to the teacher's order.					
4	I determine the answer to a question by always considering my group.					
5	My group and I completed the task with group discussion results.					
6	I ask a friend if I need help understanding how to solve a given problem.					
7	I play an active role during group discussions.					
8	My group and I presented the results of my group's discussion well.					
9	I pay attention to the explanation from the teacher before discussing.					
10	I ask the teacher if there is a problem that I need help with.					
11	My group and I did the tasks given by the teacher well.					
12	I participated in summarizing the results of the group discussion.					
13	I give my opinion when a friend asks a question.					
14	I find additional information other than the textbook given by the teacher.					
15	My group and I plan/assign tasks to each member to foster suitable cooperation as instructed by the teacher.					
16	I help other groups to solve different problems.					
17	I always consider the answers I find for the discussion results.					
18	I solve problems from the easiest to the most challenging level.					

Researchers will process the results of the data obtained from the research to test normality using Kolmogorov Smirnov. The results of the normality test in the study showed 0.200, which shows that the data is normal because the significance is > 0.05, but if < 0.05, the data is declared abnormal.

https://doi.org/10.51276/edu.v5i1.689

Table 5. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		32
Normal Parameters [a,b]	Mean	.0000000
	Std. Deviation	3.74821933
Most Extreme Differences	Absolute	.127
	Positive	.127
	Negative	-.063
Test Statistic		.127
Asymp. Sig. (2-tailed)		.200[c,d]

Researchers used the T-test with the Paired Sample T-test to decide whether the buzz group method affected student learning activeness, in addition to knowing the average value of student learning activeness, based on descriptive results shown through the Paired Sample T-test test.

Table 6. Descriptive Statistics Results

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	32	50	80	67.41	7.733
Posttest	32	72	89	80.09	3.946
Valid N (listwise)	32				

Based on Table 6, the results of descriptive statistics with the number N = 32 or the total number of students show the results at the time of the pretest using the small group discussion method: the average student learning activeness was 67%, while at the time of the posttest showed an increase in student learning activeness to 80%. These descriptive statistics show that the buzz group method can increase student learning activeness. In the beginning, the discussion method used, student learning activeness was 67%, but by applying the buzz group method, student learning activeness increased to 80%. This shows that a teacher, of course, must facilitate students in order to receive material well, especially in social studies material that requires discussion in solving a problem or topic, so the buzz group method is an effective method that can be applied to help learning activities become exciting and fun (Nifu & Sakti, 2020).

https://doi.org/10.51276/edu.v5i1.689

Table 7. Uji Paired Sample T-test

Paired Sample Test									
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pretest-posttest	-12.687	7.502	1.326	-15.392	-9.983	-9.566	31	.000

Table 7 shows the results of the T-test using the Paired Sample T-test test type. The Paired Sample T-test test results, namely the significance, show 0.000, which is < 0.05, which means that the buzz group method influences the learning activeness of 5th-grade students at SDN Kebakalan Porong. Based on the significance value, it shows 0.000, which is less than 0.05, as the T-test results are used for decision-making. If the significance value < 0.05, then the result of the null hypothesis (H0) is rejected. However, the alternative hypothesis (Ha) is accepted, which means the buzz group method affects student learning activeness in social studies class 5 at SDN Kebakalan Porong. The research conducted by applying the buzz group method shows that it can affect student learning activeness in class, so it can be concluded that it is effective during learning activities to stimulate students to be active in class.

Table 8. Simple Linear Regression

Model Summary				
			Adjusted R	Std. Error of the
Model	R	R Square	Square	Estimate
1	.550[a]	.302	.279	1.9050

a. Predictors: (Constant), pretest

The last test conducted by researchers is a simple linear regression test. Based on Table 8 above, the Model Summary table explains the magnitude of the correlation/relationship value (R) in the research that shows a value of 0.550. The next value in the coefficient of determination (R Square) is 0.302, which means that the buzz group method affects student learning activeness by 30.2%. The conclusion from the table above shows that there is a 30.2% coefficient of determination value where the buzz group method affects student learning activeness.

https://doi.org/10.51276/edu.v5i1.689

Table 9. Simple Linear Regression

ANOVA[a]

Model		Sum of Square	df	Mean Square	F	Sig
1	Regression	47.195	1	47.195	13.004	.001[b]
	Residual	108.881	30	3.629		
	Total	156.076	31			

a. Dependent Variable: posttest

b. Predictors: (Constant), pretest

Table 9 above shows that the value of F count = 13.004 with a significance level of 0.001 < 0.05, where the significance value is less than 0.005. The regression model can be used to predict the student learning activeness variable, or in other words, the buzz group method influences student learning activeness. The conclusion based on the table above, which shows a significance value of 0.001, is that the buzz group method affects student activeness.

Table 10. Simple Linear Regression

Coefficients [a]

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	69.338	3.002		23.101	.000
	pretest	.160	.044	.550	3.606	.001

a. Dependent Variable: postest

Table 10 above shows that the constant value or posttest class (a) value is 69.338, while the pretest value (b / regression coefficient) value is 0.160, so the constant is 69.338, meaning that the consistent value in the posttest class shows 69.338. The regression coefficient is positive, so it is said that the effect of the buzz group method on the pretest class value will increase by 0.160. The regression coefficient X of 0.160 states that for every 1% addition to the pretest class value, the posttest class value will increase by 0.160. The regression coefficient is positive, so the effect of the buzz group method on student learning activeness is positive. Based on Table 8 above, the significance value of the Coefficients table obtained a significance value of 0.001 < 0.05, so it can be concluded that the research conducted by researchers shows the effect of the buzz group method on student learning activeness. Based on the t value, it is also known that the t count is 3.606 > t table 2.042, so it can be concluded that the buzz group method affects student learning activeness.

https://doi.org/10.51276/edu.v5i1.689

Discussion

The buzz group method is also closely related to increasing student learning activeness in the classroom. Methods that can stimulate student learning activeness are very effective in the classroom because they can provide a pleasant classroom atmosphere that can make students happy and enthusiastic about receiving the material provided during learning activities so that students will quickly achieve learning objectives. The role of methods is significant to be applied during learning activities in the classroom because, of course, the needs of students must be considered by the teacher before starting learning activities. Significantly, to increase student activeness, careful planning is needed to achieve success in learning activities (Safitri & Setiyawati, 2023).

Learning activities that have been planned by the teacher, both in material and method, will certainly produce good results. As a teacher, you must consider preparing learning activities because each child has different characteristics in receiving learning materials. Creative learning activities can improve student development, such as increasing learning activeness and creating an active learning environment (Puspitaningdyah & Purwanti, 2018). Active learning is formed to stimulate less active children during learning activities. Classes with an active environment can make students more active because of the environment that supports them to be active during learning activities in the classroom, so teachers need to understand various learning innovations.

The applied learning innovation can bring up the idea that students, as the object of learning, can also be the subject of learning. In this case, the teacher is only a learning facilitator, and students play an active role in the learning process (Rofek & Zehro, 2021). Teachers, as leaders of the learning process, have responsibilities such as being a teacher must be wise in choosing learning methods. The choice of methods must be made by the teaching materials of the book and the students themselves. Students will be happy while learning when learning activities are planned interestingly.

Unlike the case with teachers who only use the lecture method in the classroom, where the teacher is at the centre and will be active in explaining the material, students only listen to the material (Hidayanti & Wulandari, 2023). A classroom should be filled with students arguing, discussing, sharing knowledge, and asking questions if material needs to be understood. The class becomes quiet and silent, and some students focus on listening and understanding, but many students become bored and busy in their world (Nafisah, 2022). The lecture method needs to be updated and more effective now because it will make students less interested and bored. The method is acceptable if used, but many shortcomings can be produced, such as students seeming to listen but needing help understanding the material provided, so they cannot achieve learning success.

Along with the development of time, learning activities are increasingly creative, and teachers are also increasingly developing in developing learning activities. Many kinds of learning activities can be applied when learning in the classroom. The decision to apply learning is in the hands of the teacher because the teacher must also adjust the child's environment and character. Inappropriate learning will result in unsatisfactory results

https://doi.org/10.51276/edu.v5i1.689

(Putri & Taufina, 2020). The material must also be adjusted, such as in social studies subjects teaching students to socialize with the community to become good citizens. Social studies subjects also teach students to solve problems in the community environment because, one day, students are expected to become virtuous citizens.

Social studies subjects that invite students to solve problems found in the community environment require active students to discuss solving problems (Maulidiya et al., 2023). The material in social studies learning is often related to social and community. The problem is that most students need to be more active when learning activities occur. Solutions that can be used to increase student learning activeness are by applying the buzz group method. Discussion methods that can increase student learning activeness can be applied because students will be taught to be leaders, share tasks to solve problems and stimulate students to argue by discussing with each other to make the right decision. The buzz group method can effectively increase learning activeness in social studies subjects that teach students to solve problems in the community environment (Arifin & Bona, 2023).

The Buzz Group method is a large group divided into 2 (two) to 8 (eight) subgroups so that, if necessary, the small group is invited to report the results of the discussion they have led to the large group (Suseno, 2023). Using the buzz group method, students are expected to compare their understanding, which may differ on subjects, and compare the information received by each so that students can improve each other's understanding, perception, knowledge, and interpretation so that errors can be avoided. Students can easily understand the material provided by the teacher with the support of discussions conducted with other students. Students can develop when combined with friends who can stimulate students. Teachers must also be able to form balanced groups so that discussions can run well. Balanced groups can result in active learning.

D. Conclusion

Learning activities require effective learning methods to support student learning activeness. A practical method to increase student learning activeness is the buzz group method, and teachers can apply the method to support student learning activeness because students will be stimulated to be active when learning takes place. Classes with relatively inactive student learning activeness can increase student learning activeness, and this is because the buzz group method can effectively be applied during learning activities to solve a problem by discussing.

Based on the results of this study, the buzz group method affects the learning activeness of 5th-grade students in social studies subjects. The results that show the T-test using paired sample T-test show the results of 0.000, which is smaller than 0.05. There is an effect of the buzz group method on student learning activeness. Besides that, the average on the pretest shows 67%, and the posttest shows 80%. These results show an increase in students after applying the buzz group method because students become more active when learning activities occur. Researchers decided that the null hypothesis (H0) was rejected while the alternative hypothesis (Ha) was accepted.

https://doi.org/10.51276/edu.v5i1.689

The research this researcher has carried out can run well even though some things could be improved in this study. As for the suggestions given by the next researcher, hopefully, this research can be used to inform the following research, for the fifth-grade teacher is expected to use this buzz group method because the method can increase student learning activeness so that learning activities can run with students who play an active role in the classroom.

Acknowledgement

At the end of this research, the researcher would like to thank Allah SWT for giving the researcher the favor of health and knowledge to complete it. The researcher would also like to thank the parents and family of the researcher, who always support them. The researcher would also like to thank the principal and the teachers of SDN Kebakalan Porong and SDN Cangkringmalang III, who have given the researcher time to conduct research. The researcher would like to thank the researcher's friends who have helped and provided suggestions for this research. Finally, the researcher would also like to thank himself, who has struggled until this research can be completed even though many things could be improved in the research conducted.

References

Ananda, R., & Fadhli, M. (2018). *Statistik Pendidikan (Teori dan Praktik Dalam Pendidikan).* Medan: CV Widya Puspita.

Arifin, & Bona, N. S. (2023). Pengaruh Model Pembelajaran Diskusi Buzz Group Berbantuan LKS terhadap Hasil Belajar Siswa Tema 7 Gaya dan Gerak Kelas IV SD Inpres Oebobo 1 Kota Kupang Tahun Ajaran 2022/2023. *Mimbar PGSD Flobamorata, 1*(1), 20-25.

Bahning, H. (2019). Peningkatan Motivasi dan Hasil Belajar Melalui Metode Buzz Group. *IQRO: Journal of Islamic Education, 2*(2), 187-206. https://doi.org/10.24256/iqro.v2i2.990.

Budiyanto, M. A. K. (2016). *Sintaks 45 Model Pembelajaran dalam Student Centered Learning (SCL)*. Malang: Universitas Muhammadiyah Malang Press.

Dimyati, & Mudjiono. (2015). *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta.

Harahap, R. (2017). Efektivitas Model Pembelajaran Kolaboratif Tipe Buzz Group terhadap Kemampuan Penalaran Matematis Siswa Kelas XI di MAN 1 Takengon. *Jurnal As-Salam, 1*(3), 30–40.

Helmi, A., & Baysha, M. H. (2019). Pengaruh Metode Pembelajaran Buzz Group terhadap Hasil Belajar Siswa. *Jurnal Teknologi Pendidikan,* 4(1), 1–10. https://doi.org/10.33394/jtp.v4i1.2261.

https://doi.org/10.51276/edu.v5i1.689

Hidayanti, I., & Wulandari, F. (2023). The Effect of Problem-Based Learning Based Ethnoscience on Science Literacy Ability of Elementary School. *Edunesia: Jurnal Ilmiah Pendidikan, 4*(3), 967–982. https://doi.org/10.51276/edu.v4i3.475.

Hollingsworth, P., & Lewis, G. (2019). *Pembelajaran Aktif: Meningkatkan Keasyikan Kegiatan di Kelas*. Yogyakarta: PT Indeks.

Kamza, M., Husaini, & Ayu, I. L. (2021). Pengaruh Metode Pembelajaran Diskusi dengan Tipe Buzz Group Terhadap Keaktifan Belajar Siswa pada Mata Pelajaran IPS. *Jurnal Basicedu, 5*(5), 4120–4126. https://doi.org/10.31004/basicedu.v5i5.1347.

Kurniawan, A. (2018). *Metodologi Penelitian Pendidikan*. Bandung: PT Remaja Rosdakarya.

Lestari, S. E., Subarkah, I., & Trisnawati, O. R. (2022). Implementasi Metode Buzz Group dengan Media Lidi sebagai Upaya Meningkatkan Hasil Belajar Matematika pada Materi Perkalian Bilangan Cacah Kelas II di MI Ma'arif Kaligowong. *Tarbi: Jurnal Ilmiah Mahasiswa, 1*(55), 297–305. https://doi.org/10.33507/tarbi.v1i3.762.

Marchanisyah, C., & Novita, D. (2012). Upaya Peningkatan Kualitas Pendidikan di Indonesia Saat Ini Direalisasikan oleh Pemerintah dengan Mengembangkan Kurikulum Pendidikan Terbaru yang Dikenal dengan Kurikulum Tingkat Satuan Pendidikan (KTSP) yang Ditetapkan oleh Departemen Pendidikan Nasion. *UNESA Journal of Chemical Education, 1*(2), 11–18. https://doi.org/10.26740/ujced.v1n2.p%25p.

Mauizdati, N., Nisa, R., & Nurkholipah, I. (2021). Pengaruh Penggunaan Metode Buzz Grup terhadap Peningkatan Hasil Belajar Siswa Kelas IV Mata Pelajaran Matematika. *IBTIDA', 2*(2), 106-116. https://doi.org/10.37850/ibtida.v2i2.220.

Maulidiya, M., Martati, B., & Putra, D. A. (2023). Analisis Penggunaan Model Pembelajaran Kolaboratif Tipe Buzz Group dalam Peningkatan Keaktifan Siswa SD. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah, 7*(1), 393-400. https://doi.org/10.35931/am.v7i1.1882.

Nafisah, Z. (2022). Penerapan Metode Buzz Group dalam Upaya Peningkatan Hasil Belajar Matematika yang Memuat Operasi Hitung Bilangan Bulat dan Pecahan pada Siswa Kelas VII-A Semester 1 SMP Negeri 2 Campurdarat Tulungagung Tahun Pelajaran 2019 / 2020. *Jurnal Terapan Pendidikan Dasar dan Menengah (JTPDM), 2*(1), 38–45. https://doi.org/10.28926/jtpdm.v2i1.310.

Nifu, D., & Sakti, H. G. (2020). Hubungan Metode Pembelajaran Diskusi Buzz Group dengan Aktivitas Belajar Siswa pada Mata Pelajaran IPS Terpadu. *Jurnal Teknologi Pendidikan: Jurnal Penelitian dan Pengembangan Pembelajaran, 5*(2), 144–149. https://doi.org/10.33394/jtp.v5i2.3075.

Prasetyo, A. D., & Abduh, M. (2021). Peningkatan Keaktifan Belajar melalui Model Discovery Learning di Sekolah Dasar. *Jurnal Basicedu, 6*(4), 7174–7187. https://doi.org/10.31004/basicedu.v5i4.1230.

https://doi.org/10.51276/edu.v5i1.689

Puspitaningdyah, D. O., & Purwanti, E. (2018). Pengaruh Keterampilan Mengelola Kelas dan Keaktifan Belajar terhadap Hasil Belajar IPS SD. *Joyful Learning Journal, 7*(1), 39–47. https://doi.org/10.15294/jlj.v7i1.24188.

Putri, D. A., & Taufina, T. (2020). Meningkatkan Keaktifan Belajar Siswa Melalui Model Make a Match di Sekolah Dasar. *Jurnal Basicedu, 4*(3), 610–616. https://doi.org/10.31004/basicedu.v4i3.403.

Rahayu, I. P., & Hardini, A. T. A. (2019). Penerapan Model Discovery Learning untuk Meningkatkan Keaktifan dan Hasil Belajar Tematik. *Journal of Education Action Research, 3*(3), 193-200. https://doi.org/10.23887/jear.v3i3.17369.

Rofek, A., & Zehro, L. (2021). Penerapan Metode Pembelajaran Buzz Group dalam Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran Matematika Kelas II SD Negeri 2 Seletreng Kecamatan Kapongan Kabupaten Situbondo Tahun Pelajaran 2018/2019. *Jurnal IKA PGSD (Ikatan Alumni PGSD) UNARS, 9*(1), 54-62. https://doi.org/10.36841/pgsdunars.v9i1.1018.

Safitri, D. N. I. L., & Setiyawati, E. (2023). The Effect of the Problem-Based Learning Model on Student Activeness in Science Learning. *Edunesia: Jurnal Ilmiah Pendidikan, 4*(3), 1122–1135. https://doi.org/10.51276/edu.v4i3.528.

Sinar. (2018). *Metode Active Learning*. Yogyakarta: Deepublish.

Sitaman, & Wahyuni. (2021). Implementasi Metode Pembelajaran Buzz Group untuk Meningkatkan Hasil Belajar Siswa SMAN 3 Kota Bima. *Jurnal Ilmu Sosial Dan Pendidikan (JISIP), 5*(4), 209–222. https://doi.org/10.36312/jisip.v5i3.2623.

Sudjana, N. (2017). *Penilaian Hasil Proses Belajar Mengajar*. Bandung: PT Remaja Rosdakarya.

Sugiyono. (2017). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung: Alfabeta.

Sulastri, S. (2018). Metode Buzz Group Disertai Media Lidi sebagai Upaya Meningkatkan Hasil Belajar Matematika Siswa Kelas II Pokok Bahasan Perkalian pada Bilangan Cacah di SD Negeri Jembayat 02 Semester II Tahun Pelajaran 2015-2016: Array. *Jurnal Dialektika Program Studi Pendidikan Matematika, 5*(1), 13-23.

Sulistyani, A., Sugianto, S., & Mosik, M. (2016). Metode Diskusi Buzz Group dengan Analisis Gambar untuk Meningkatkan Minat dan Hasil Belajar Siswa. *UPEJ Unnes Physics Education Journal, 5(*1), 12–17. https://doi.org/10.15294/upej.v5i1.12696.

Suseno, H. (2023). Penerapan Pembelajaran Buzz Group dalam Upaya Meningkatkan Hasil Belajar Penjaskes tentang Sepak Bola pada Siswa Kelas VIII-A SMP Negeri 3 Kedungwaru Tulungagung Semester 1 Tahun Pelajaran 2022 / 2023. *Jurnal Pembelajaran Dan Ilmu Pendidikan, 3*(2), 131–138. https://doi.org/10.28926/jpip.v3i2.885.

https://doi.org/10.51276/edu.v5i1.689

Zahara, S., Dhien N, C., Zaharah, Z., & Arif, M. (2020). Metode Buzz Group Discussion dengan Permainan Rolet Membentuk Kemampuan Kerjasama dan Kemampuan Memecahkan Masalah pada Mata Pelajaran IIPS. *Rausyan Fikr: Jurnal Pemikiran Dan Pencerahan, 16*(1), 14–22. https://doi.org/10.31000/rf.v16i1.2419.