



THE EFFECTIVENESS OF THE BUZZ GROUP DISCUSSION METHODS ON IMPROVING THE COLLABORATION OF BASIC SCHOOL STUDENTS

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ABSTRACT

This study aims to determine the effectiveness of the Buzz Group discussion method on improving the collaboration ability of elementary school students. The research design was a quasi experiment, non equivalent control group design. The sample was taken by purposive sampling and obtained class V SD Negeri Muncar 01 as the experimental class and SD Negeri Muncar 02 as the control class. Data collection techniques using observation, tests, and documentation. The data analysis techniques in this study were normality test, homogeneity test, independent sample T-test, simple linear regression test, and paired sample T-test. The results showed: 1) There were differences in the use of the large group method and the buzz group discussion, this was evidenced by the independent sample T-test with a significance level of <0.05 , namely $0.00 < 0.05$, 2) There was an influence on the use of the buzz discussion method. groups towards increasing the ability of student cooperation, this is evidenced by a simple linear regression test with a significance level of <0.05 , namely $0.44 < 0.05$, and 3) There is an increase in students' cooperation abilities, this is evidenced by the paired sample T-test. Test with a significance level of <0.05 , namely $0.00 < 0.05$ after using the buzz group discussion method.

Keywords: *Buzz group discussion, cooperation skills*

A. INTRODUCTION

In the learning process, students are expected to be able to achieve learning objectives so that children also get useful knowledge. Lack of material understood by students has an effect on the final grades of learning as a result of which students' scores are not very satisfying at the time of the final exam. This happens because children are often embarrassed to ask the teacher and then the child. At the time of the learning process which later creates effective learning, students also focus on learning to use a learning method so that it helps students understand the learning material. According to Samiudin (2016: 113), the use of learning methods that are not in accordance with the objectives of teaching will cause learning activities to be ineffective and become obstacles in achieving the goals that have been formulated. Quite a lot of learning materials are wasted just because of the use of inappropriate methods, namely only according to the wishes of the teacher and ignoring student needs, facilities and classroom situations.

According to Rahyubi (2014: 236), the method as a way that can be done to hold teaching and learning activities in order to run well. The learning method is a way for teachers to achieve learning objectives. The better the method used, the more effective the learning will be. The discussion method is one of the methods that teachers often use. The discussion method can also train students to learn independently and learn in groups in collaboration which is useful for expressing opinions or making conclusions on learning outcomes with peers.

The large group discussion method used in class V was not conducive because at the time of group division, there were too many students in one group resulting in students not being focused on learning and not conducive to collaborating. In fact, the discussion method involves all students in classroom learning activities. This can be seen when learning activities take place using the large group discussion method. So that it makes students less active and can lead to low levels of student collaboration skills. If the level of student learning is getting lower, the learning objectives will not be achieved properly. According to Suryani (2018) the learning process that has been carried out so far does not pay attention to misconceptions that may occur in students. If this misconception occurs, it is necessary to have a process of improving learning.

According to Rahmayanti (2014: 33) the class discussion method is a good encouragement so that students can develop their knowledge and be able to train cooperation in overcoming problems in groups so that they can form student attitudes independently or not depending on the teacher. A learning method that has a broad description, a learning method with the aim of clarifying the learning framework. the learning method in question is the buzz group.

According to Ermi (2015: 156) the discussion method fosters students' motivation to think or express their own opinions with insight into knowledge that is able to seek answers. The class discussion method is a good encouragement so that students can develop their knowledge and be able to train cooperation in overcoming problems in groups so that they can form student attitudes independently or not depending on the teacher. A learning method that has a broad description, a learning method with the aim of clarifying the learning framework. the learning method in question is the buzz group.

This buzz group discussion also helps students to express their opinions and communicate well, which aims to encourage students to be motivated to learn and participate in each other's learning. According to Suprijanto (2017: 111) the advantages of the buzz group discussion method can emphasize attitudes, personality, values, emotional, mental and spiritual so that students learn with enthusiasm and fun. Students can be more active in expressing their opinions if learning is fun and there are not too many students in discussions using the buzz group discussion method consisting of 3-4 people, learn to work together and communicate well with friends in learning to discuss the problems that have been given by the teacher, can educate students in learning to express opinions and train students' courage, and discussions carried out in several stages certainly help students remember learning more easily and better master what they have discussed. If there are too many students in the class, it also influences some children to express their opinions. Because not all students will dare to express their opinion in front of their friends. What will happen if the student is embarrassed will result in the student not understanding the learning material in class. This discussion method is very influential on the condition of students when learning in class.

The solution to this problem by using the buzz group discussion method is expected that students will be able to increase their cooperation with a group of friends so that they come up with new ideas that will make the learning possible. Achievement of students' conceptual understanding can be done through a supportive learning process (Suryani et al, 2016).

B. RESEARCH METHODS

Judging from the type of data, the research approach to be used in this study is a quantitative approach. According to Sugiyono (2013: 13) quantitative methods as a research method based on the philosophy of positivism, are used to research on certain populations or samples. This type of research uses a quasi experimental research method with the form of nonequivalent control group design. Quasi experimental design has a control group but cannot fully function to control external variables so that it can affect the implementation of the

experiment. This research will be conducted using two schools, namely SDN Muncar 01 and SDN Muncar 02. The population in this study is the fifth grade students of Puntadewa cluster. The sampling technique used was purposive sampling. The sample used was class V, amounting to 23 students as the experimental class from SD Negeri Muncar 01 and students as a control class from SD Negeri Muncar 02.

Data collection techniques in this study were observation, tests, and documentation. The data analysis technique used is the test analysis of the instrument and the final analysis. The test analysis of the instrument includes the validity test, reliability, difference power and difficulty level. The final analysis includes the normality test, homogeneity, independent sample t-test, simple linear regression test, and paired sample t-test.

C. RESEARCH RESULTS AND DISCUSSION

Normality test

The normality test is intended to determine whether the results of the pre-test and observation of student collaboration using buzz group discussion in the experimental class and control class are normally distributed or not.

Based on the results of the normality test using the Kolmogorov-Smirnov test using SPSS 21, the significance value of the experimental class pre-test data is $= 0.154 > 0.05$, the experimental class observation data is $= 0.200 > 0.05$, the control class pre-test data is $= 0.200 > 0.05$, and the control class observation data is $= 0.089 > 0.05$, this shows that the pre-test and observation results for the control class and the experimental class are normally distributed.

Homogeneity Test

Homogeneity test to determine the assumption that the samples taken are in homogeneous conditions. If the homogeneity is proven, the researcher can carry out the advanced data analysis stage. (Tulus Winarsunu 2012: 99) The homogeneity test in this study was to determine whether the control class and the experimental class had the same variants or not using the results from the pretest and observation sheets of the control and experimental classes. There is also a Homogeneity Test using SPSS 21 which is: Based on the results of the homogeneity test using SPSS 21, the significance value in the experimental class pretest $= 0.346 > 0.05$, the experimental class observation $= 0.362 > 0.05$, the control class pretest $= 0.362 > 0.05$, the control class observation $= 0.343 > 0.05$, this shows that the control class and the experimental class have the same / homogeneous variance.

Hypothesis I Test

Hypothesis I test to determine the comparison or difference in the use of large group discussions and buzz group discussions. Based on the "Group Statistics output" table, it is known that the total quality of large group learning is as many as 20 students, and the buzz group group is as many as 22 students. The average value of learning quality is usually called the mean for large groups of 21.50, while for the buzz group it is 37.41. Thus, descriptively static, it can be concluded that there are differences in the quality of student learning between the large group and the buzz group. Next, to prove whether there is a significant difference or not, it is necessary to interpret the independent sample test output

Based on the output of the independent sample t-test, the sig value. is $243 > 0.05$, it is concluded that the data variance between the large group and the buzz group is homogeneous or the same. At the "equality variances assumed" the sig value is known. (2-tailed) of $0.00 < 0.05$, so as the basis for decision making in the independent sample t-test it can be concluded that H_0 is rejected and H_a is accepted. Thus it can be concluded that there is a significant difference between the quality of learning in the large group and the buzz group.

Hypothesis II Test

Hypothesis testing II aims to determine the effect of using buzz group discussions on cooperation abilities. In the regression test output, it is known that the sig value. (significance)

of $0.044 < 0.05$ means that H_0 is rejected and H_a is accepted. Thus it can be said that there is a significant effect of the buzz group discussion method on students' collaboration abilities.

Hypothesis Test III

Hypothesis testing III is to determine whether or not there is an increase in the use of buzz group discussions on students' collaboration abilities.

In the output above, the two samples studied were the quality of the observation learning quality in the experimental class and the control class. For the control observation value obtained an average quality of learning or a mean of 716. while for the experimental observation value obtained an average quality of learning or a mean of 789. The number of respondents used by the researcher as a sample was 20 students from the control class and 22 students from the class. experiment. For the Deviaton Standard value on the control observation of 3.204 and the experimental observation of 3.528. Because the average value of the control class learning quality is 21.50 < the experimental class is 37.15, it means that descriptively there is a difference in the average pretest and posttest.

The final data used in this study is to determine the increase in student collaboration using the buzz group discussion method. The pretest mean score in the control class is lower than the experimental class. Then at the time of giving the posttest, the scores in the experimental class increased compared to the control class. This is because it is influenced by differences in learning treatments in the two classes. Students in the control class used large group discussions while the experimental class students used the buzz group discussion method.

Based on the research results obtained data that the buzz group discussion method is different from the use of the large group discussion method. It can be seen from Table 4.3 and Appendix 8 that there is a significant difference between learning outcomes in the large group and the buzz group. This is reinforced by research conducted by Fitria (2014) which states that the buzz group discussion method can increase student collaboration, increasing and increasing student activeness in learning.

In the results of the student observation sheet that when using large group discussions, it shows that the number of observations in the group discussion is 21.5 indicating category C (Enough). Whereas in the buzz group discussion class it was shown that the number of observations in the buzz group discussion was 37.4 indicating the SB category (Very Good). This shows that there are differences when using the buzz group discussion method to increase students' collaboration skills. During large group learning, only a few students dominate the course of the discussion so that there are still students who do not understand and the number of students who are too many in the group can affect students' opportunities to express their opinions. This is reinforced by research conducted by Yuliana (2013) which states that frequent discussions that have many group members in it result in students not having the courage to express their opinion. If this happens, the discussion cannot encourage other students to participate in doing the assignment.

Based on the research results obtained data that the influence of the Buz group discussion method on the collaboration of class V students. This can be seen from table 4.4 and Appendix 9 that there is a significant effect of the buzz group discussion method on students' collaboration abilities. When using the buzz group discussion method, students look more active when discussing so that learning runs effectively. This is reinforced by research conducted by Daslinar (2019) which states that buzz groups can provide opportunities for students to discuss their ideas with a group of friends. This is important because students begin to build their knowledge with their group of friends so that students better understand what they are learning and increase their cooperation in group discussions.

If learning does not use appropriate discussion methods, the learning objectives will also not be properly achieved. Teachers also need to pay attention to the methods that will be used during the learning process so that students understand what is being learned. This is also

reinforced by research conducted by Purwanti (2018) which states that the learning process that has been carried out by teachers does not pay attention to understanding the concepts achieved by students. The teacher also ignores students who do not understand concepts, experience misunderstanding, and do not understand concepts. Therefore the importance of the influence of using the right buzz group discussion method so that students do not experience misunderstanding of the learning concept.

This is also reinforced by research conducted by Fitriyani (2017) which concludes that the application of the group discussion method can have an effect on student learning outcomes so that students become motivated to improve student learning outcomes in subjects.

Based on the results of the study, it was found that there was an increase in the buzz group discussion method on the collaboration of class V students. With the buzz group discussion in the classroom, student cooperation increases.

E. CONCLUSIONS

Based on the discussion of the research results that have been described, several conclusions can be obtained, namely the results of the first hypothesis of the application of the buzz group discussion method, there is a significant difference between the learning outcomes in the large group and the buzz group group, the value of sig is known. (2-tailed) of $0.00 < 0.05$, so as the basis for decision making, it can be concluded that H_0 is rejected and H_a is accepted. The results of the second hypothesis of the application of the buzz group discussion method, it is known that there is a significant effect of the buzz group discussion method on the students' cooperation ability of the sig value. (significance) of $0.044 < 0.05$ means that H_0 is rejected and H_a is accepted. And the results of the last hypothesis are an increase using the buzz group discussion method to increase the cooperation ability of the sig value students. (2-tailed) of $0.00 < 0.05$, then H_0 is rejected and H_a is accepted.

Suggestion

From the results of the research conclusions above, it is suggested that:

1. Thematic learning should use the buzz group discussion method so that students are not bored and students are more interested in taking part in learning.
2. It is better if the teacher continues to strive to improve student cooperation in groups so that learning will be better and more effective and can train students to work well among their friends.

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