At-Thullab: Jurnal Pendidikan Guru Madrasah Ibtidaiyah
Volume 8 Nomor1 Tahun 2024
P-ISSN: 2579-625 e-ISSN: 2621-895X

The Effectiveness of the Buzz Group-type Collaborative Learning Model on Student Learning Activeness

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Abstract: This research aims to determine the effectiveness of the Buzz Group-type collaborative learning model on students' active learning. The method used in this research is quantitative, the research design used in this research is quasi-experimental (Quasi Experiment) consisting of two categories, namely the control and experimental categories. The subjects of this research are class V students at MIS Darul Ulum which consists of two classes, namely class VA (Control) and VB (Experiment). The research instruments were observation sheets and questionnaires to measure students' learning activity. The results of the research show that the Buzz Group-type collaborative learning model is effective in actively learning Indonesian for class V students with a significance value of 0.000. This research contributes by providing empirical evidence that the Buzz Group-type collaborative learning model can increase student learning activity, offering an effective alternative to teaching methods in elementary schools.
Keywords: Buzz group, Indonesian language, learning activeness, Collaborative Learning Model

 DOI: http://10.30736/atl.v8i1.1950

Received 16 May 2024, Accepted 01 July 2024, Published 1 July 2024

A. Introduction

The adoption of improper learning models and pupils' poor conceptual thinking and understanding are two factors contributing to their low learning activity. Low student learning activity is also influenced by the learning process still being teacher-centered so that teachers dominate learning activities more (Desi & Hani, 2020). Conversely, low student learning activity may result from the traditional learning method. Children's brains are forced to memorize and accumulate various pieces of information presented in the classroom learning process, particularly in the case of learning the Indonesian language where practice exercises are necessary. This makes it harder for students to make the connection between what they learn and how that knowledge is used or applied in real-world situations, which further deters students from being motivated to learn actively (Tarwi & Naimah, 2022). Aspects of learning that should be in learning must be by the objectives to be achieved by learning, there is good interaction between teachers and students, the teacher's ability to provide learning, and develop student activity in learning.

There are still many Indonesian language learners who have not achieved their learning objectives. This is due to the use of inappropriate learning models, and also due to student learning which is still low, many students think learning Indonesian is difficult. Apart from that, students are passive in learning activities. Learning Indonesian will achieve learning goals if students can think, analyze, and reason well on learning material, solve problems, and create active learning in the classroom (Nani & Hendriana, 2019). For students to acquire knowledge, skills, creativity, and attitudes as well as to comprehend and solve difficulties in the subject more easily, they need to develop critical thinking abilities (Ali, 2020). Students must be trained to be active in learning because based on research by Putri & Firmansyah (2019) showed that student learning achievement can be driven by various factors, one of which is active learning.

Indonesian in elementary school is one of the subjects that can be used to develop student activities. Indonesian language learning in the curriculum is by the competencies or goals that must be achieved (Rizal et al., 2020). For this reason, a teacher is required to be able to create a pleasant learning atmosphere (Rahmad, 2016). Learning contains the meaning of interaction between students and the environment and learning resources that have meaning, teaching is part of learning where something is encouraging and there is a goal that will be achieved in the form of experience, where many students are still less active in learning (Hamdi, 2022).

The results of observations at MIS Darul Ulum Palangka Raya on March 3 2023 showed that students were less active in interacting in class, only listening to the teacher and taking notes individually. Interviews with homeroom teachers revealed the use of conventional learning models and a lack of learning media facilities. The teaching and learning process is determined by the teacher, so an effective and interesting learning model is needed so that students understand the material better and are active in learning. So the learning situation and conditions in the classroom are less active and interesting, and there is less interaction between teachers and students, students and students such as group discussion activities (Setyawan et al., 2020).

There needs to be an effective teacher-learning strategy, to convey new material and its relationship to what students will learn, usually the new material requires special activities, such as problem-solving activities or to carry out certain learning processes (Sapuandi, 2019). The concept of collaborative learning is a learning model that has the potential to meet challenges, can offer a solution to how the problem can be solved by involving related participation collectively in a group by carrying out collaborative learning (Ntobuo, 2018).

In an attempt to boost student learning activity, the suitable model—the Buzz Group-type collaborative learning model—is utilized to overcome this. With the support of this model, students can be encouraged to take an active part in their education, and teachers can take on the role of facilitators, assisting students in learning the content, assisting students in finding knowledge and monitoring students (Husain, 2020).

The use of the collaborative Buzz Group-type model is very appropriate for use in learning because this model is student-centered in group discussion learning in the classroom. This learning model involves active student learning activities with peer group discussions between students. In group discussions, buzz groups should be used so that discussion activities can be effective and create active learning, critical thinking, rational thinking, clarifying learning material, and fun (Ratnadi, 2019).

Buzz group is a way of discussing a problem which is done by dividing students into small groups of 3-6 people and ending with a presentation of the results. The buzz group model aims to train students to discuss a problem in small groups and in a short time (Hatimah, 2014). During a buzz group discussion, the teacher acts as a facilitator whose job is to guide and direct students and condition the group discussion situation so that it runs smoothly as expected and the teacher's tasks are quickly completed (Suprijanto, 2018). So that discussion activities do not take long, and activities after the discussion are carried out. Buzz groups can train students to work together with group friends and practice thinking or reasoning, processing information to solve problems, problem-solving involving students, cooperation, and social relationships.

The objectives of discussion activities in the buzz group include: (1) Develop thinking and communication skills through group discussions. (2) Increase involvement in planning and decision-making. (3) Foster cooperation by dividing tasks into groups. (4) Practice the ability to express opinions in class discussions. (5) Increasing students' self-confidence (Kamza et al., 2021).

Active learning encourages students to be active in managing and processing learning tools. Learning activities include physical activities (reading, listening, writing, practicing skills) and mental activities (solving problems, comparing concepts, grading exams). This activity makes learning more enjoyable (Septiawati et al., 2022). Implementation of active learning automatically acquires knowledge and skills through listening, observing, and collaborating in problem-solving (Raehang, 2014).

According to pertinent research on active learning, activeness has a major impact on learning accomplishment (Ramlah et al., 2014). Research by Kamza, Husaini, & Ayu (2021) demonstrates that the Buzz Group-type discussion learning approach significantly affects students' active learning during social studies classes. According to Prasetyo & Abduh (2021), applying the discovery learning paradigm can boost student engagement. The inquiry approach can lead to more engaged social studies education, according to Hariandi & Cahyani (2018). The talking stick learning approach has an impact on active science learning, as demonstrated by Pour, Herayanti, & Sukroyanti (2018).

Based on the description of research conducted by previous researchers, the novelty of this research lies in the effectiveness of using the Buzz Group-type cooperative learning model on active learning. This research aims to determine the effectiveness of the Buzz Group-type collaborative learning model on elementary school students' active Indonesian language learning.

B. Method

The method used in this research is quantitative to obtain valid, reliable, and objective data. Quasi-experimental research design (Quasi-Experimental). The aim of using the quasi-experimental method is to determine whether there is an influence and how much influence the Buzz Group-type collaborative learning model has on students' active learning. This research is a pre-test and post-test non-equivalent control group design, the research design is two samples, namely the experimental and control classes

The population in this study was 56 students in class V of MIS Darul Ulum Palangka Raya, consisting of 28 students in class VA and 28 students in class VB. The observation instrument consists of 15 grid items (see Table 1) which are used to observe teachers. The average score of observations on the indicators, the average indicator score is very good 52.25%, quite good 26.92%, very poor 14.50%, and not good 7.13%. The questionnaire instrument consisting of 20 statements used to measure students' active learning has met the validity and reliability criteria of 0.659 in the high category.

The independent sample t-test was used to assess the hypothesis and perform homogeneity and normality tests as part of the inferential analytical process. Using IBM SPPS Statistics 25 software, analyze data (Supriadi, 2021).

Table 1. Aspects of Observation Indicators

No	Observed aspects
1.	Learning is by the goals to be achieved
2.	There is good interaction between teachers and students
3.	The teacher's ability to provide explanations of the material
4.	The presentation of the material is clear
5.	The material is presented simply and easy to understand
6.	The material taught is interesting
7.	The material is presented systematically
8.	Provide examples of report writing
9.	Listen to the presentation of student reports
10.	Provide opinions on the results of the report
11.	Provide opportunities to develop students' ideas
12.	Develop student confidence
13.	Proofread the completeness of student report presentations
14.	Clarity and consistency in conveying report steps
15.	Check the report results

C. Results and Discussion

The effects of the Buzz Group-type collaborative learning model on students' active learning in this study were examined through the use of hypothesis testing and prerequisite tests (homogeneity and normalcy tests). The researcher performed a normality test to see whether the research data was normally distributed. The results are displayed in Table 2 and indicate that the data is normally distributed with a significance value of 0.510.

Table 2. Normality Test Results

Tests of Normality							
	Learning model	Kolmogorov-Smirnov [a]			Shapiro-Wilk		
		Statistics	df	Sig.	Statistics	df	Sig.
Learning activity question naire	Learning model Control class	,230	28	,001	,913	28	,054
	Learning model Experiment class	,139	28	,179	,967	28	,510

The homogeneity test seeks to ascertain whether the variance of the study sample is the same or different, hence influencing the generalization of the research findings. Data on student learning activities are the ones that are homogeneity tested. If the significant value exceeds 0.05, the data is deemed homogenous. The variance homogeneity test results on student learning activities are deemed homogenous with a significance value of 0.679 based on Table 4.

Table 3. Homogeneity Test Results

Test of Homogeneity of Variance					
		Levene Statistics	df1	df2	Sig.
Learning activity question naire	Based on Mean	,174	1	54	,679
	Based on Median	,202	1	54	,655
	Based on the Median and with adjusted df	,202	1	53,928	,655
	Based on trimmed mean	,192	1	54	,663

The efficiency of the Buzz Group-type collaborative model on student learning activity was ascertained by conducting an independent sample t-test after the data on the student learning activity was homogeneous and normally distributed. Table 5 indicates a significant value of 0.000 for the independent sample test results in Classes VA and VB. This suggests that the Buzz Group-style collaborative learning approach is successful in promoting student learning.

Buzz Group-type collaborative learning model in experimental and control classes which was carried out during three meetings on material about how to present advertisements. The model applied in the control class uses a conventional model, while the experimental class uses a buzz group-type collaborative learning model. At the control class meeting, experiment with material and discuss how to present advertisements, at the second meeting discuss the practice of coming to the front of the class to present advertisements, and at the final meeting work on a student learning

activity questionnaire. In explaining the material on how to present advertisements to students so that the material becomes rational, educators give appreciation first, then display and explain the structure of the procedures for presenting advertisements and show video media on how to present advertisements. To explain the material more deeply, students carry out discussion activities, given assignments where pictures of food advertisements are presented, students are asked to make sentences about how to display the advertisement, and practice in front of the class. Meanwhile, the steps of the buzz group-type collaborative learning model are depicted in Table 6.

Table 5. T-test results

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. 2-tailed	Mean Dif.	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Activeness	Equal variances assumed	,619	,435	-7.1	54	,000	5.82	.82	-7.46	-4.18
	Equal variances not assumed			-7.1	53.8	,000	5.82	.82	-7.46	-4.18

Based on the results of the inferential statistical analysis that has been presented, it is concluded that the buzz group-type collaborative learning model is effective in student learning activity. supported by several practical reasons. First, in the buzz group discussion activity, students conduct discussions to complete assignments in a conducive manner, distribute tasks evenly among group members, seek information from sources, exchange opinions, analyze images, and understand related concepts to solve problem cases. This is in line with the statement that this collaborative learning model encourages students to be active and interactive in class, working together to complete class assignments (Husain, 2020). Fajar Supramita (2019) added that the more senses involved in the learning process can maximize student activity and make learning more interesting and active in class.

Second, the Buzz group-type collaborative learning model increases students' cohesiveness and independence in searching, analyzing, and reasoning information. Discussions are structured because there is a group leader who directs and supervises the discussion partners and each group member has a task or responsibility for thinking, looking for information, and carrying out assignments. This is an external factor that supports the creation of active student learning (Sari, 2020). Apart from that, this model helps students become more focused on the material discussed, enthusiastic about

learning, and improve learning outcomes and rational thinking skills (Helmi & Husein Baysha, 2019).

Table 6. Collaborative Learning Model Syntax

No.	Syntax Phase	Activity	
		Teacher	Student
1.	Setting learning goals and dividing tasks	Direct students to determine learning goals and divide tasks	Set learning goals and divide tasks into groups
2.	Searching for information	Direct students to gather information	Read, discuss, and write in groups
3.	Working in synergy	Directs collaborative group work	Work together to demonstrate, research, analyze, and formulate answers
4.	Individual report writing	Directing agreement on problem-solving results	Write individual reports based on group agreement
5.	Communicate report results	Appoint groups for the presentation of discussion results	Present the results of the discussion in front of the class, other groups observe and compare
6.	Elaboration and revision of reports	Directing improvements to reporting results	Carrying out inference, elaboration, and revision of reports
7.	Preparation of group reports	Directs the preparation of assignments per group	Arranging tasks per collaborative group
8.	Corrections, comments, and ratings	Provide corrections, comments, and assessments of reports	Receive corrections, comments, and assessments from teachers

Finally, the step of working in synergy makes group discussions interesting and in line with expectations. Ratnadi (2019) emphasized that ineffective group discussions occur because assignments are not structured, many students do not participate, and assignments are not completed on time. As a result, students do not understand the results of the discussion. Rare responses or questions and answers between groups made discussions less interesting and did not meet expectations. In addition, collaborative learning aims to optimize students' academic achievement and understanding, both individually and in groups. Working in teams improves relationships between students from different ethnic backgrounds and abilities, and develops group process and problem-solving skills (Tenrisau, 2023).

D. Conclusion

The findings of the independent sample t-test with a significance value of 0.000 in this study demonstrate the efficacy of the Buzz Group-style collaborative learning model in raising student learning activity. Following their investigation of students'

active learning using class V advertising materials using a Buzz Group-style collaborative model with images and videos, the researchers have made the following recommendations. It is advised that more research be done on the use of a video-assisted buzz group collaboration model in the classroom to increase student motivation to learn. Aside from that, more research utilizing the Buzz Group-style collaborative learning model can examine the outcomes of student learning scores on the cognitive, emotional, and psychomotor elements of students.

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