

## Implementation of the *Buzz Group* Learning Method to Increase Student Engagement in Science Learning

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### Abstract

The background of this study is that the level of student engagement in learning remains low because teachers still use the lecture method, which makes learning less engaging and students passive. This study aims to determine how the *Buzz group* Learning Method is implemented to Increase Student Engagement in Science Learning among Grade IV Students at SD Negeri 1 Karang Maritim. This is a descriptive qualitative study involving a grade IV teacher and grade IVB students at SD Negeri 1 Karang Maritim. The data collection techniques in this study were observation, interviews, questionnaires and documentation of research data. Meanwhile, data collection used data analysis according to Miles and Huberman. The results showed that implementing the *buzz group* method in science learning can increase the engagement of grade IVB students at SD Negeri 1 Karang Maritim. This can be seen from the increase in student engagement in learning. Students became very enthusiastic about asking their friends questions, enjoyed working together, exchanging ideas and opinions, became more confident when speaking in front of others and enjoyed asking the teacher questions.

**Keywords:** student engagement, buzz group method, elementary school

### Abstrak

Latar belakang penelitian ini adalah rendahnya tingkat keterlibatan siswa dalam pembelajaran karena guru masih menggunakan metode ceramah, yang membuat pembelajaran kurang menarik dan siswa menjadi pasif. Penelitian ini bertujuan untuk mengetahui bagaimana Metode Pembelajaran Kelompok Buzz diterapkan untuk meningkatkan keterlibatan siswa dalam pembelajaran sains di kalangan siswa kelas IV SD Negeri 1 Karang Maritim. Penelitian ini merupakan penelitian kualitatif deskriptif yang melibatkan seorang guru kelas IV dan siswa kelas IVB di SD Negeri 1 Karang Maritim. Teknik pengumpulan data dalam penelitian ini adalah observasi, wawancara, kuesioner, dan dokumentasi data penelitian. Sementara itu, pengumpulan data dianalisis sesuai dengan pendekatan Miles dan Huberman. Hasil penelitian menunjukkan bahwa penerapan Metode Kelompok Buzz dalam pembelajaran sains dapat meningkatkan keterlibatan siswa kelas IVB di SD Negeri 1 Karang Maritim. Hal ini terlihat dari peningkatan keterlibatan siswa dalam pembelajaran. Siswa menjadi sangat antusias mengajukan pertanyaan kepada teman-temannya, menikmati kerja sama, bertukar gagasan dan pendapat, menjadi lebih percaya diri saat berbicara di depan orang lain, serta senang mengajukan pertanyaan kepada guru.

**Kata kunci:** keterlibatan siswa, metode buzz group, sekolah dasar

### Introduction

Education is an important aspect of human life. Education is a conscious and planned effort to provide guidance in developing the potential possessed by students to reach maturity and achieve the goal of enabling students to carry out the tasks of life independently (Wiguna et al., 2019). Education is a universal activity in human life, because wherever and whenever people live in the world, there is education. Education is essentially a human effort to humanize people themselves, that is, to cultivate people or to honor their

humanity. For education to be carried out well and appropriately, a field of knowledge is needed that examines in depth how education should be implemented.

Based on observations at SD Negeri 1 Karang Maritim, Panjang, Bandar Lampung, the level of student engagement in learning at SD Negeri 1 Karang Maritim remains low. This is particularly evident in science learning. So far, learning activities at SD Negeri 1 Karang Maritim have still used the lecture method, which makes learning less engaging and students passive. Yet student engagement is also important for students' mental development and thinking skills, so the learning process is expected to be successful.

One method that can be used to create an effective learning environment and thus increase student engagement in learning is the buzz group method or buzz group discussion. The buzz group method divides a large group into small groups of 4-5 people to discuss and exchange ideas so that they can reach a conclusion about a problem. The seating is arranged so that students can face one another and exchange ideas easily. Discussions can be held in the middle or at the end of a lesson to sharpen the framework of the lesson material, clarify the material or answer questions (Saputri & Lubis, 2024). Based on the description above, the researcher will conduct a study entitled Implementation of the Buzz group Learning Method to Increase Student Engagement in Science Learning among Grade IV Students at SD Negeri 1 Karang Maritim.

## **Method**

The research method used in this paper is descriptive qualitative. The descriptive qualitative method is an approach that can explore a central phenomenon. This study was conducted from January to March 2025 at SD Negeri 1 Karang Maritim, located on Jl. Yos Sudarso, Karang Maritim, Kec. Panjang, Bandar Lampung City, Lampung. The subjects of this study were grade IV B students, and the object studied was learning activities using the buzz group method in science at SD Negeri 1 Karang Maritim. In addition, data were collected through observation, interviews and questionnaires, and the data analysis used in this study was the interactive analysis proposed by Miles and Huberman.

## **Results and Discussion**

The results of the analysis of data collected through interviews and student observations showed that student engagement in class IVB was still low before the implementation of the buzz group method. The teacher still used lecture-based learning, which made students passive and sleepy. The buzz group method was then used to increase student engagement in science learning. During the activities, the teacher acted as a facilitator and guided the course of student discussions.

The study was conducted over five meetings. In the first meeting, student engagement was still very low and no students asked questions about the material presented. From the second meeting, the teacher began using the buzz group method. The students were divided into six groups of five. Each group received a worksheet to discuss and complete together. After completing the worksheet, each group presented its work while the other groups asked questions. The activity continued until all groups had presented their work. At the end of the activity, the teacher evaluated the group work and gave a reward to the group that showed the best cooperation and work.

Most students became active during the buzz group activities. Students asked questions, cooperated with their groups, maintained group cohesion and exchanged ideas. These interactions occurred not only within each group but also between groups during the presentation and question session.

The questionnaire results showed that 9 students or 30% were in the good category and 21 students or 70% were in the very good category for the buzz group method. The student engagement questionnaire showed that all 30 students in class IVB or 100% were in the very good category. The questionnaire results were supported by the interview with the class IVB teacher, who stated that students became more active after the buzz group method was used in science learning. Students were more enthusiastic about asking questions and cooperating with one another. The distribution of questionnaire scores is presented in Tables 1 and 2.

Table 1. Frequency Distribution of Buzz Group Questionnaire Categories

| Interval | Frequency | Category  |
|----------|-----------|-----------|
| 1-10     | 0         | Very poor |
| 11-20    | 0         | Poor      |
| 21-30    | 0         | Fair      |
| 31-40    | 9         | Good      |
| 41-50    | 21        | Very good |

Table 2. Frequency Distribution of Student Engagement Questionnaire Categories

| Interval | Frequency | Category  |
|----------|-----------|-----------|
| 1-10     | 0         | Very poor |
| 11-20    | 0         | Poor      |
| 21-30    | 0         | Fair      |
| 31-40    | 0         | Good      |
| 41-50    | 30        | Very good |

The findings show that the buzz group method helped address the low level of student engagement in class IVB. Before the method was used, students mainly listened to the teacher, took notes and completed assigned tasks. This pattern made students bored and sleepy and limited their participation. After the buzz group method was implemented, students became more involved in asking questions, working with their groups, maintaining group cohesion and exchanging ideas. This finding is consistent with Rofek and Zehro (2021), who explain that the buzz group method encourages students to express ideas, creates a more enjoyable group atmosphere and encourages each member to participate in discussion.

The increase in engagement can also be understood from the structure of buzz group learning. Students work in small groups, discuss a problem, present their work and respond to questions from other groups. These activities give students opportunities to participate directly rather than only receive information from the teacher. Fauziah (2023) states that discussion trains students to solve problems by exchanging opinions, which can increase learning engagement. The finding is also in line with Maulidiya et al. (2023), who describe collaborative buzz group learning as an approach used to increase student engagement in elementary school learning.

The questionnaire findings strengthen the observations and interviews. The buzz group questionnaire showed that 9 students or 30% were in the good category and 21 students or 70% were in the very good category. The student engagement questionnaire showed that all 30 students or 100% were in the very good category. These findings are consistent with Kamza et al. (2021), who reported a significant effect of buzz group discussion on student engagement. Similar evidence was reported by Rizqiah (2022), whose study found that students became more active and less sleepy during learning after a Buzz Group assisted learning approach was implemented.

The findings also indicate that student engagement is influenced by how the teacher selects and manages the learning strategy, not only by the learning media used. In class IVB,

the use of books as learning media had not produced optimal engagement because many students remained passive and the classroom was not fully conducive. The buzz group method provided a more participatory structure through discussion, cooperation and interaction among students. This interpretation is supported by the previous studies above, which consistently show that learning approaches that provide opportunities for active participation can improve student involvement in the learning process.

## Conclusion

From the results of the study and discussion, it can be concluded that implementing the buzz group method in science learning can increase the engagement of grade IVB students at SD Negeri 1 Karang Maritim. This can be seen from the increase in student engagement in learning. Students became very enthusiastic about asking their friends questions, enjoyed working together, exchanging ideas and opinions, became more confident when speaking in front of others and enjoyed asking the teacher questions.

The results of this study offer several suggestions for teachers and other researchers. Teachers are expected to focus more on delivering lessons with appropriate methods/models and media so students easily understand the material. Other researchers should better prepare the material and allocate time to achieve optimal goals.

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