

Bazz Group: Enhancing the Role of Expert Group in Student Learning Activeness

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Abstract—This study aims to analyze the increase in student group learning activeness which affect student learning outcomes in Natural Science learning through methods bazz group. The method used is this type of classroom action research by model Kemmis & McTaggart, performed in two cycles. Each cycle consists of two meetings for class IX junior high school students Margahayu 3, Bandung Regency. Learning using the bazz group method by including 4 groups of experts and 8 groups of origin. The results of cycles one and two showed an increase in student activity, especially in the expert group and an increase in student learning outcomes. The conclusion: To increase group learning activities, a bazz group method is needed by assigning a heterogeneous group of experts.

Keywords—bazz group, learning, expert group, activeness

I. INTRODUCTION

There are still students who have difficulty understanding subject matter, especially learning Natural Sciences. One of the causes is the delivery of material that is not in accordance with the learning methods used by the teacher. If the method used in learning is not precise, it can result in difficulty building the concentration of students. The choice of learning methods can also affect the delivery of material. So that student learning outcomes do not meet the predetermined minimum completeness criteria.

Strategy is “a plan of operation achieving something” while the method is “a way in achieving something” [1]. So, the learning method can be interpreted as a method used to implement plans that have been prepared in the form of real and practical activities to achieve learning objectives. In the Big Indonesian Dictionary, the method is a system of working to facilitate the implementation of an activity in order to achieve the specified goals [2].

The learning method is a learning tool that has an important role in the learning process. The selection of learning methods is adjusted to the characteristics of students and the material to be taught. The application of the learning method is expected to support the delivery of the material in its entirety, so researchers are interested in conducting research in applying the bazz group method to natural science learning. From the

research results of previous researchers that the learning method with the bazz group method can increase the role of expert groups in student learning activeness [3]. In this study, apart from using the role of the expert group, researchers also used several sub-topics in the implementation technique so that students gained knowledge of more than one sub-subject of learning material.

This research is focused on classroom action research using the Kemmis & Mc Taggart model to improve the learning process and practice in the classroom as well as a tool to solve problems that arise in the classroom.

A. Literature Review

1) *Bazz group*: Bazz group is a large group which is divided into several small groups, consisting of 4-5 people [4]. The place is arranged so that students can come face to face and exchange ideas easily. Discussions are held in the middle of the lesson or at the end of the lesson with the intention of sharpening the lesson material framework, clarifying lesson material or answering questions. The expected learning outcomes are for all individuals to compare their different perceptions of the subject matter, compare the interpretations and information obtained by each. Thus each individual can mutually improve understanding, perception, information, interpretation so that mistakes can be avoided. Another opinion said that the bazz group method is a class discussion in which it is divided into small groups to carry out a brief discussion about a problem or problem [5]. Based on the results of the study, it was found that the learning activities of students who were provided with the buzz group technique could have a significant effect because in this learning students were enthusiastic in following lessons [6]. The enthusiasm of these students can occur because in this bazz group technique forms a team of experts, students interact more with other students through teamwork in groups. The learning outcomes obtained from the learning outcomes using the bazz group method are very good because in learning students are more active in building their own knowledge

through expert team group discussions so that students will be able to better understand what they are learning. The steps in this technique also make it easier for students to be more organized in learning and can generate enthusiasm for studying seriously.

2) *Learn*: Learning is a process of effort carried out by a person to obtain a whole new change in behavior, as a result of his own experience and interaction with his environment [7]. Changes in behavior towards learning outcomes are continuous, functional, positive, active, and directed. The process of behavior change can occur in various conditions based on explanations from educational and psychological experts. Learning is essentially a "change" that occurs in a person after learning activities [8]. Gagne's Learning Theory, which is a learning theory which is a combination of behaviorism and cognitivism [9]. Learning is something that happens naturally, but only happens under certain conditions.

3) *Expert group*: Expert group is a group of students consisting of members of different origin groups who are assigned to study and explore certain topics and complete tasks related to the topic to be explained to members of the home group [10].

4) *Student activity*: Assessment of the teaching and learning process is mainly to see the extent to which students are active in the teaching and learning process [11]. The activeness of students can be seen in several ways, including: 1) Participating in carrying out their learning assignments. 2) Engage in problem solving. 3) Ask other students or the teacher if they do not understand the problems they are facing. 4) Trying to find various information needed for problem solving. 5) Carry out group discussions in accordance with teacher instructions. 6) Assessing one's abilities and the results they get. 7) Train yourself in solving problems or similar problems. 8) The opportunity to use or apply what has been obtained in completing the task or problem it faces.

The research was conducted at Junior High School 3 Margahayu in class 1X students of Natural Science learning, using the classroom action research method using the Kemmis & Mc Taggart model.

B. Benefits of Research

Theoretical Aspects: Improve the quality of education

Practical Aspects:

- Students, can develop their potential
- Teachers, improve learning outcomes
- Schools, improve teacher competence.

II. METHODS

The method used was classroom action research using the Kemmis & Mc Taggart model. The design of classroom action

research with the model of Kemmis & Mc Taggart can be described as follows:

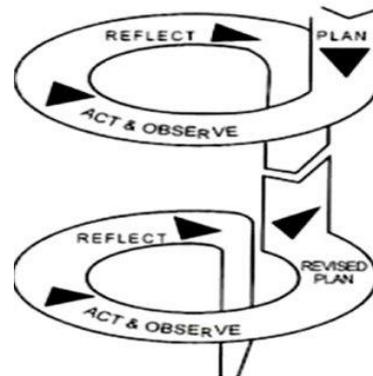


Fig. 1. Classroom action flow using the Kemmis & Mc Taggart model.

The model proposed by Kemmis & Mc Taggart consists of four components, namely: planning, action, observation and reflection [12]. The four components that make up the strands are seen as one cycle. The definition of a cycle in this case is a cycle of activities consisting of planning, action, observation, and reflection which may then be followed by the next spiral cycle. In this study conducted by researchers directly as a teacher at the First Level School 3 Margahayu Kab. Bandung in 9H grade students as many as 40 students consisting of 22 male students and 18 female students on the material inheritance in humans, sub-topics of genetic material and the law of inheritance in humans. The Classroom Action Research was carried out in two rounds consisting of planning, action, observation and reflection. Data Collection Techniques This research was conducted by means of: pre-test and post-test written tests, observation, and field notes. The main research instrument is the researcher or known as the human instrument [13]. In the context of learning the researcher is the main instrument in research. This means that researchers are planners, implementers, data collectors, data interpreters, and ultimately will report the results of the research.

A. Planning Stage

The planning stage is by making a plan for the implementation of learning about the inheritance of human traits which consists of 4 sub-subjects. The implementation plan of learning the law of inheritance in humans using the Bazz Group method by applying a group of experts.

B. Action Stage Implementation

The steps taken at the action implementation stage are implementing actions in accordance with the scenarios that have been made in the learning implementation plan according to the stage of the bazz group method by applying the expert group. Namely: among others: (1) Teacher's presentation, the teacher opens the lesson by conveying initial perceptions and motivating students, then the teacher conveys the learning objectives and rules of the learning process using the Bazz

group learning method. Furthermore, the teacher organizes students in large groups or home groups and elect one leader from each of the groups; (2) Small group discussion or expert group, the teacher helps the group leader to divide the large group into small groups. Each small group discusses the sub-material that has been distributed by the group leader according to a predetermined time and is obliged to report the results of the discussion to the large group; (3) Large group discussion, each group leader asks his or her small group to re-join the big group. Each small group conveys the results of the discussion to the large group and the group leader allows other group members to give their comments. The group leader summarizes the results of his group discussion to be collected and presented in class discussions; (4) Class discussion, the teacher checks the understanding of students by allowing one member of each large group to present the results of the discussion. The teacher allows other groups to provide responses. The teacher and students conclude the material that has been studied.

C. Observation

The observer makes observations about the application of the buzz group learning method and the learning activities of students in accordance with the observation grid of the application of the bass group method and the student activity observation grid as table 1 and table 2 below:

TABLE I. OBSERVATION SHEET GRID FOR BUZZ GROUP METHOD APPLICATION

No	Descriptors	Indicator	Item Number
1.	preliminary	a. Opening lessons (greetings, prayers, and checking student attendance)	1
		b. Delivering learning objectives	2
		c. Doing apperception and motivation	3
2.	Core activities	a. The teacher divides the class into several large groups (home group)	4
		b. The teacher divides the class into small groups (3-4 people) as expert groups	5
		c. The teacher asks students to arrange seats according to their respective groups	6
		c. The teacher explains the steps of the buzz group method	7
		d. The teacher distributes discussion materials to each group	8
		e. The teacher guides the discussion using the buzz group method	9
		f. After the discussion was over, representatives of each group were asked to present the results of the discussion	10

Table 1. Cont.

3.	Closing	a. The teacher provides material reinforcement	11
		b. The teacher reflects and evaluates	12
		c. Closing the lesson (prayers and greetings)	13

Source: primary data compiled by researchers.

TABLE II. STUDENT LEARNING ACTIVITY OBSERVATION SHEET GRID

No	Aspect	Indicator	Item Number
1.	Student activity, [11].	a. Participate in carrying out their learning assignments.	1
		b. Engage in problem solving.	2
		c. Asking questions to other students or to the teacher.	3
		d. Trying to find various information needed for problem solving.	4
		e. Carry out group discussions in accordance with the teacher's instructions.	5
		f. Students interact with their friends in learning activities.	6
		g. Class cohesiveness as a study group.	7
		h. Learning freedom is given to students, and the opportunity to take action and make important decisions in the learning process	8

Source: primary data compiled by researchers.

D. Reflection

Evaluating the actions that have been taken by discussing the results and impacts of the actions. Reflecting to discuss the factors that become obstacles in learning using the buzz group learning method in cycle I then improving the implementation of activities in cycle II. The implementation of cycle II is almost the same as cycle I but is carried out based on the results of the reflection of cycle I. The indicator of the success of the action is an increase in the activity and learning outcomes of students. The learning activities of students in the class are said to increase if the average percentage of the results of teaching and learning activities is more than 75%. While the success rate of learning outcomes is if 75% of students in the class achieve a value above the Minimum Completeness Criteria (75).

III. RESEARCH RESULTS AND DISCUSSION

Teaching and learning activities are carried out by the author as a teaching teacher who is assisted by a fellow teacher of Natural Sciences as an observer. Cycle I was carried out in two meetings, attended by 40 students consisting of 22 male students and 18 female students. At the first meeting, learning was carried out for 2 x 40 minutes, the teacher carried out

learning activities using the Bazz group learning method on genetic material. The cycle I learning design is designed and implemented according to the steps outlined in the form of a Learning Implementation Plan which as a whole describes the activities of the teacher and students and their realization. At the second meeting, a test of student learning outcomes on genetic material (posttest) was carried out for 1 x 40 minutes or one meeting.

A. Cycle I

The learning activity data of students in learning cycle I can be seen in table 3 below.

TABLE III. STUDENT LEARNING ACTIVITY DATA ON GENETIC MATERIAL CYCLE I

Percentage of activity	Criteria	Number of Students
≥ 75%	Active	22
60% to 74.9%	Enough Active	10
≤ 59.9%	Less Active	8

In the first cycle, the learning activities of students according to the predetermined indicators resulted in activity data as listed in table 3, it was found that 55% of students actively participated in the learning process, namely doing 6 to 8 indicators of student activity. 25% of students are quite active, namely doing 3 to 5 indicators of student activity and 20% of students are less active in learning that only do 1 to 2 indicators of student activity. Based on the observations made, student activity seems not optimal, there are only two indicators of optimal student activeness, namely item number 2 and 5, while six indicators are not optimal and need to be improved because they have not reached the predetermined success indicators of ≥75%. The percentage results for all of the student activeness indicators above show the average student activeness of 55%. Student learning outcomes data on genetic material were obtained by doing a test at the end of cycle I (posttest). Of the 40 students, the results obtained can be seen in table 4 below:

TABLE IV. STUDENT LEARNING OUTCOMES TEST VALUE ON GENETIC MATERIAL IN CYCLE I

Information	Number of Students	Percentage
Completed	28	70%
Not complete	12	30%
amount	40	100%

The average student learning outcomes obtained from the post-test results were 81.43 as many as 28 students who completed or 75%. Meanwhile, 30% of the students have not yet completed it. This indicates that there are still students who do not understand the material so that they do not achieve complete learning. Then proceed to the action and improvement of student learning outcomes by continuing on cycle II.

B. Cycle II

Cycle II is carried out as an improvement in the implementation of the action by applying the bazz group method in cycle I. The second cycle consists of two meetings and has the same stages as cycle I such as planning, action and observation, and reflection.

The learning activity data of students in learning cycle II can be seen in table 5 below:

TABLE V. STUDENT LEARNING ACTIVITY DATA INHERITANCE LAW MATERIAL IN CYCLE II

Percentage of Student Activity	Criteria	Number of Students
≥ 75%	Active	32
60% to 74.9%	Enough Active	6
≤ 59.9%	Less Active	2
amount		40

The average learning activities of students based on table 5 were 80% of students actively participating in learning, namely doing 6 to 8 indicators. 15% of students are quite active, namely doing 3 to 5 indicators and there are 5% of students who are less active, namely only doing 1 to 2 predetermined indicators of student activity. Student activity in cycle II has shown an optimal increase, indicated by the six indicators that have been achieved and do not need to be increased anymore because they have reached the predetermined success indicators of ≥75%. The percentage results for all indicators of student learning activities above show an average of 80%.

Student learning outcomes data on Inheritance Law material were obtained by conducting a test at the end of cycle II (posttest). Of the 40 students, the results obtained can be seen in table 6 below.

TABLE VI. STUDENT LEARNING OUTCOMES TEST VALUE ON INHERITANCE LAW MATERIAL IN CYCLE II

Information	Number of Students	Percentage
Completed	35	87.5%
Not complete	5	12.5%
amount	40	100%

Table 6 shows that the post test results on the material of Inheritance Law were as many as 87.5% that were complete, namely 35 out of 40 students, and 12.5% incomplete, namely 5 students. The average result of the post test was 82.14. Then there was an increase in student learning outcomes by 17.5%, namely cycle I of 70% changed in cycle II to 87.5%.

The bazz group learning method in cycle II was carried out very well. The application of all aspects of learning activities with the buzz group learning method is carried out according to plan. The results of the notes obtained from the observer stated that the class was quieter and more active than the previous meeting and class organization was more controlled than the previous meeting, namely cycle I.

IV. CONCLUSION

Classroom action research with the buzz group model emphasizes the improvement of teacher actions which will have an impact on improving the activities and learning outcomes of students with the role of expert groups as seen in table 3, student learning activities show optimal improvement indicated by six indicators that have been achieved and not. needs to be improved again because it has reached the predetermined success indicators of $\geq 75\%$. The percentage results for all indicators of student learning activities above show an average of 80%. It can also improve student learning outcomes, as seen in table 4 there is an increase in student learning outcomes by 17.5%, that is, in cycle I by 70% changing in cycle II to 87.5%.

The application of the buzz group learning method can increase student activity seen in the role of expert groups and improve student learning outcomes. Learning activities of students that are relevant in the learning process lead to high interaction between teachers and students as well as with students themselves. This results in a conducive classroom atmosphere, where each student can involve his / her abilities as much as possible. There is a positive relationship between learning activities and student learning outcomes. And the role of the expert group is very decisive for the success of learning. If learning activities are carried out mainly in high expert groups (relevant), then this will improve student learning outcomes.

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