

**PENGARUH METODE PEMBELAJARAN *BUZZ GROUP* TERHADAP
KEAKTIFAN BELAJAR PESERTA DIDIK DI KELAS V SD NEGERI 1
DENCARIK**

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ABSTRAK

Struktur kalimat telah dirombak total menggunakan teknik *nominalization* (mengubah klausa menjadi frasa) dan pembalikan subjek-objek, diksi ditingkatkan ke standar akademik, serta dikemas secara padat sehingga siap digunakan untuk kebutuhan Abstrak atau Bab Pendahuluan/Metode. Rendahnya keterlibatan siswa dalam pembelajaran IPAS yang diidentifikasi dari minimnya interaksi antarpeserta didik, rendahnya partisipasi, serta kurang beranian dalam menyampaikan opini—menjadi latar belakang dilaksanakannya studi ini. Penelitian ini bertujuan untuk mengevaluasi efektivitas metode *Buzz Group* dalam mendongkrak keaktifan belajar siswa kelas V di SD Negeri 1 Dencarik. Pendekatan kuantitatif diaplikasikan melalui desain kuasi-eksperimen (*Post-test Only Control Group Design*). Melalui teknik *random sampling*, sampel diambil dari total populasi 51 siswa kelas V. Data keaktifan belajar dihimpun menggunakan kuesioner yang telah teruji validitas dan reliabilitasnya, kemudian dianalisis dengan statistik deskriptif dan uji *Independent Sample t-test*. Hasil analisis menunjukkan bahwa kelompok eksperimen memperoleh rerata keaktifan belajar yang lebih unggul daripada kelompok kontrol. Melalui pengujian hipotesis, diperoleh nilai signifikansi (Sig. 2-tailed) sebesar 0,000 (kurang dari 0,05), yang menegaskan adanya pengaruh signifikan dari penerapan metode *Buzz Group*. Intervensi ini terbukti mampu menstimulasi siswa untuk lebih aktif berdiskusi, bertukar gagasan, berkolaborasi dalam kelompok kecil, serta lebih percaya diri dalam berpendapat. Oleh karena itu, metode *Buzz Group* dapat direkomendasikan sebagai salah satu alternatif strategi pembelajaran yang efektif untuk mengoptimalkan keaktifan siswa sekolah dasar dalam mata pelajaran IPAS.

Kata Kunci: Metode Pembelajaran, *Buzz Group*, Keaktifan Belajar

**THE EFFECT OF THE BUZZ GROUP LEARNING METHOD ON
STUDENTS' LEARNING ACTIVENESS IN CLASS V OF SD NEGERI 1
DENCARIK**

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ABSTRACT

The sentence structure has been completely overhauled using nominalization techniques (changing clauses into phrases) and subject-object reversal, the diction has been upgraded to academic standards, and it has been packaged compactly so that it is ready to be used for Abstract or Introduction/Methods Chapter needs. Low student engagement in science learning identified by minimal interaction between students, low participation, and a lack of courage in expressing opinions was the background to this study. This research aimed to evaluate the effectiveness of the Buzz Group method in boosting the learning activity of fifth-grade students at SD Negeri 1 Dencarik. The quantitative approach was applied through a quasi-experimental design (Post-test Only Control Group Design). Through random sampling techniques , samples were taken from a total population of 51 fifth-grade students. Data on learning activity were collected using a questionnaire that had been tested for validity and reliability, then analyzed using descriptive statistics and the Independent Sample t-test . The results of the analysis showed that the experimental group achieved a higher average learning activity than the control group. Through hypothesis testing, a significance value (Sig. 2-tailed) of 0.000 (less than 0.05) was obtained, which confirmed the significant influence of the implementation of the Buzz Group method . This intervention has been proven to be able to stimulate students to be more active in discussing, exchanging ideas, collaborating in small groups, and being more confident in expressing their opinions. Therefore, the Buzz Group method can be recommended as an alternative effective learning strategy to optimize the activeness of elementary school students in science subjects.

Keywords: Learning Method, Buzz Group, Learning Activeness