

## **Effort to Increase Student Learning Interest Through the Buzz Group Discussion Method**

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### **Abstract**

Efforts to Increase Students' Learning Interest in the subject of Dynamics of Indonesian Culture in World Peace through the buzz group discussion method. Thesis: Pancasila and Citizenship Education Study Program (PPKn), STKIP Kusuma Negara Jakarta. 2023. The purpose of this research is to increase students' interest in learning about the Dynamics of Indonesia's Role in World Peace through the buzz group discussion method in class XI (eleven) students of SMK 1 Muhammadiyah Cileungsi even semester of the 2021/2022 academic year. Based on the research results, conclusions can be drawn that by applying the buzz group discussion method it can increase student learning interest by 86% in Civics subject material on the dynamics of Indonesia's role in world peace in class XI even semester students at SMK Muhammadiyah 1 Cileungsi, West Java. And the results of the interviews conducted concluded that students' interest in learning. This study concluded that students' interest in learning PPKn in the dynamics of Indonesia's Role in World Peace through the Buzz Group Discussion method can increase student learning interest.

Keywords: discussion, international relations, interest in learning.

## **1 INTRODUCTION**

Education is an important part for a person to develop their knowledge and potential. Education is a way for a person to be able to change himself for the better, both in terms of knowledge, insight, character and self-expertise (Utami & Vioeza, 2020). Imperatively the position and function of the Pancasila and Citizenship Education subjects in the context of the national education system and curriculum have been supported by very complete regulations, therefore Pancasila and citizenship education has a major role in providing moral education, character and national values. However, in reality what happened at school did not match these expectations, learning Civics at school was still considered boring and uninteresting.

Therefore the researcher intends to increase students' interest in learning through the dynamics of Indonesia's role in world peace. With this material the researcher intends to be able to increase student interest in learning with the discussion method, namely by discussing what are the roles of Indonesia in world peace.

A person can have a good interest in learning by obtaining several factors within himself, one of which is a good surrounding environment, with good environmental factors students can have a high desire and interest in learning. Hansen stated that students' interest in learning is closely related to personality, motivation, expression and self-concept or identification, heredity and external or environmental influences.

According to The Liang Gie, interest is one of the main factors for achieving success in studies. In more detail, the importance of interest in relation to the implementation of studies is that interest generates immediate attention, interest facilitates the creation of concentration, interest prevents distraction from outside attention, interest strengthens

the attachment of learning material in memory, and interest minimizes study boredom in itself.

Learning methods / teaching methods can be determined by the teacher with regard to objectives and materials. The main consideration in determining the method lies in the liveliness of the teaching and learning process. Of course our orientation is on student learning. So, the method used basically only serves as guidance for students to learn

Interest directs actions towards one goal and is the impetus for these actions. In humans there are drives (motives) that encourage humans to interact with the outside world, motives to use and investigate the outside world. From the manipulation and exploration of the outside world, over time an interest in this matter arises. What attracts a person encourages him to do more actively and better.

According to Djamarah, indicators of interest in learning are a feeling of liking/enjoyment, a statement of preferring it, a feeling of interest, an awareness of learning without being asked, participating in learning activities, paying attention.

The characteristic of classroom action research is the existence of a research cycle. This research was conducted from several cycles. The treatment of the cycle must be clearly different from the previous cycle until there is an increase in student learning outcomes through the buzz group discussion learning method. The components in this action research are Planning, Implementation, Observation, and Contemplation.

In a simple sense, interest is the desire for something without coercion. In the interest in learning a student has different factors that affect interest in learning, according to Shah distinguishes it into three types, namely: Internal factors are factors from within students which include two aspects, namely: Physiological aspects of physical condition and muscle tension (tonus) which indicate the level of fitness of the student's body, this can affect the enthusiasm and intensity of students in learning. The psychological aspect of the psychological aspect is an aspect of the student's self which consists of intelligence, student talent, student attitude, student interest, student motivation. Student External Factors External factors consist of two kinds, namely social environmental factors and non-social environmental factors: Social Environment The social environment consists of school, family, community and classmates Non-social environment The social environment consists of the school building and its location, subject matter factors, study time, housing conditions, learning tools. Learning Approach Factors Learning approach factors are all the ways or strategies used by students in supporting the effectiveness and efficiency of the process of studying certain material.

## 2 RESEARCH METHODS

The method is an orderly and well-thought way to achieve the intended goal or a systemic way of working to facilitate the implementation of an activity to achieve a predetermined goal. Discussion is a visual process of two or more individuals who interact verbally and face to face regarding certain goals or objectives through exchanging information, defending opinions, or solving problems. The discussion method is a way of presenting lesson material in which the teacher gives opportunities to students (groups of students) to hold scientific discussions in order to gather opinions, make conclusions or compile various alternative solutions to a problem.

Learning using the Buzz Group method is expected that students can dig up information on their own through discussion, with discussion students can train students to solve problems by exchanging opinions, so that learning is expected with the PAIKEM approach (active, innovative, creative, effective, and fun learning) can be realized. Based on some understanding of interest in learning from the experts above, it can be synthesized that the buzz group method is a large group divided into several small groups consisting of 3-4 people who meet together to discuss a topic that has previously been discussed classically. Learning using this method students are expected to be able to think and

express their opinions privately in group discussions, and students are able to convey the results of the discussion to other groups of students.

Through buzz group discussion activities, students will be invited to be really active in crossing opinions to reach a consensus solution, the result of which is the agreement of all members' aspirations and can be agreed upon by all discussion participants. According to Sunaryo, as quoted by Budiman, the buzz group method is a large group divided into several small groups consisting of 3-4 people who meet together to discuss a topic that has previously been discussed classically. Through buzz group discussion activities, students will be invited to be truly active in cross-talking to reach a consensus solution, the result of which is an agreement on all members' aspirations and can be agreed upon by all discussion participants. On the other hand, buzz group discussion activities can provide lessons for students to be objective, dare to express opinions, practice deliberation, and especially respect the opinions of other discussion members.

### **3 RESULT AND DISCUSSION**

#### **3.1 Pre Research Description**

Before carrying out the action, the researcher first carried out the initial observation activities with the aim of knowing the real conditions and situations in the Civics learning to be studied. Based on direct observation in the teacher and student learning process, several problems were found during the learning process. At the beginning of the discussion of the material through a question and answer approach, previously the teacher ordered students to open the textbook and the teacher gave an explanation of the subject matter. After the material has been read by the students, the teacher explains the material again. After that the teacher invites students to ask questions about the material being discussed, but only a few students ask questions, some other students pay less attention.

Some students are busy talking with their friends, daydreaming and there are students who listen but don't pay close attention. If students only take notes and listen to the material delivered by the teacher, of course they will feel bored and bored and cannot develop their knowledge. In the last stage of the implementation of learning the teacher and students conclude the subject matter, and the teacher gives appreciation to students who dare to answer questions and appear in front of the class so that students are more motivated in participating in the learning process.

##### *3.1.1 Cycle 1*

The success of student interest based on the table below, it can be concluded that the number of students who are interested in learning and have feelings of enjoyment are only 7 people, namely 30.4% in the sufficient category and have the involvement of 3 people, namely 13% in the poor category, and have an interest of 5 people, namely 21.7%, and students who have the attention of 8 people, namely 34.7%, are in the sufficient category. The lack of student involvement and interest shows that student learning interest in general has not been as satisfactory as expected.

##### *3.1.2 Cycle 2*

The results of the second cycle test did not meet success because completeness of interest in learning was <75%. And this provides a reference for teachers to be better at time management and managing group discussions.

##### *3.1.3 Cycle 3*

Students' ability in presentations is quite good, students can convey the results of discussions and opinions well in front of the class. The results of the cycle III test have fulfilled the success because of the completeness of the interest in learning.

### 3.2 Discussion

Based on the results of the research that has been carried out in three cycles, there is a development and increase in student learning interest. This can be seen from the observation tables that have been collected, namely the observation tables of learning interest and student discussion tables. In carrying out the action there were several weaknesses, namely there were some students who had difficulty interacting with other students so that this became an obstacle in group discussions, students still did not dare to express their personal opinions, and some students still felt embarrassed about making presentations in front of the class.

This still often happens during cycle I, but in cycle II students show progress, namely students are increasingly active in expressing opinions and are active in group discussions, in cycle III the progress of student interest in learning is visible and is classified as already having good development as said by Hansen that student learning interest is closely related to personality, motivation, expression and self-concept or identification, heredity and external or environmental influences. The discussion method is a way of presenting lesson material in which the teacher gives opportunities to students (groups of students) to hold scientific discussions in order to gather opinions, make conclusions or compile various alternative solutions to a problem.

From the table below it can be seen that there was a significant increase from cycle I to cycle III so that there was an increase in learning interest in class XI students of SMK Muhammadiyah 1 Cileungsi and the authors decided to stop the research until cycle III and this research was considered successful because it had achieved a good assessment criterion of 86%. This means that it is included in the success criteria for students' interest in learning Civics.

| No         | Observed aspects                                 | Cycle            |                 |          |
|------------|--------------------------------------------------|------------------|-----------------|----------|
|            |                                                  | I                | II              | III      |
| 1          | Student Attendance                               | 1                | 1               | 2        |
| 2          | Student discipline during learning               | 1                | 1               | 2        |
| 3          | Feelings of joy in learning                      | 2                | 2               | 3        |
| 4          | Student involvement in learning                  | 1                | 1               | 2        |
| 5          | Student interest in learning                     | 1                | 2               | 3        |
| 6          | Students' attention to the teacher's explanation | 2                | 2               | 3        |
| 7          | Attitude of students in discussion               | 1                | 2               | 3        |
| 8          | Students are brave in expressing opinions        | 1                | 1               | 1        |
| 9          | students interact well with their friends        | 2                | 2               | 2        |
| 10         | Student activity                                 | 2                | 2               | 2        |
| Amount     |                                                  | 14               | 17              | 23       |
| Percentage |                                                  | 60%              | 73%             | 86%      |
| Category   |                                                  | Lack of Interest | Enough Interest | Interest |

Description of the value score:

1 = Not good    3 = Good

2 = Fairly Good    4 = Very Good

## 4 CONCLUSION

Based on research that has been conducted, the buzz group discussion method is able to increase students' interest in learning in Civics subjects on the topic of Indonesia's role in world peace. Efforts have been made to increase students' interest in learning, namely by using the buzz group discussion method. This increase can be seen through increasing student activity in the classroom during learning activities so that learning in the classroom becomes more active and lively.

Based on the research results, it can be concluded that applying the buzz group discussion method can increase students' interest in learning by 86% in the material on the dynamics of Indonesia's role in world peace for class XI even semester students at SMK Muhammadiyah 1 Cileungsi, West Java.

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