



The Application of the 'Buzz' Method in the Melayu Islam Beraja Subject

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ABSTRACT

The national education system in the current century necessitates teaching and learning processes that emphasise a student-centred approach within classroom settings. However, a proportion of students continue to demonstrate weaknesses in expressing their opinions and responding to questions posed during lessons. Through the application of the Buzz Method in the Melayu Islam Beraja (MIB) subject, the researcher seeks to examine the effectiveness of this strategy in facilitating more active student participation in sharing ideas and enhancing academic achievement. The challenges faced by students in articulating their views and their passive behaviour in responding to questions prompted the researcher to implement this method in classroom practice. The Buzz Method enables students to initiate small-group discussions prior to presenting responses, thereby building their confidence to speak and answer questions. Consequently, the research objectives and research questions were successfully addressed. Findings obtained through interview instruments and pre- and post-tests, analysed thematically and using the Wilcoxon Signed Ranks test, demonstrated positive outcomes, with a p-value of $0.000 < 0.05$. This indicates a statistically significant difference, confirming that the application of the Buzz Method effectively improves student performance.

Keywords:

Buzz Method;
Melayu;
Student-Centred
Learning;
Student Performance;
Wilcoxon Signed Ranks
Test

INTRODUCTION

The Ministry of Education has established Pendidikan Kenegaraan, namely Melayu Islam Beraja (MIB), as one of the core subjects in the teaching and learning processes of primary and secondary schools. In essence, national education aims to instill and nurture ethical values, noble character, and moral conduct among students. The subject Melayu Islam Beraja (MIB) serves as a fundamental foundation that supports several national principles: (1) Islam as the official religion of the nation, (2) Melayu Islam Beraja as the national philosophy, (3) Malay as the official national language, and (4) the importance and necessity of English, Mathematics, and Science in the 21st century and the era of globalisation (Ministry of Education, 2010). In the 21st century, various teaching

approaches have been applied in the teaching and learning process in parallel with global educational transformations, encompassing both conventional and modern methods.

According to Kamaruddin (2019), discussion is an activity organised under strategies centred on human interaction. Discussion enables students to communicate and interact with one another as well as share perspectives and viewpoints to solve problems collectively. It is a group interaction process in which each member engages collaboratively in addressing issues or topics that require resolution. Discussions typically incorporate suggestions, facts, opinions, experiences, and a variety of contributions relevant to addressing the issue at hand.

In line with this, Gamal Abdul Nasir Zakaria (2014) asserts that students must possess sufficient knowledge to engage meaningfully in discussion and dialogue based on what they have learned. This research focuses specifically on the Buzz Method. According to Kamaruddin (2019), the Buzz Method involves small-group discussions comprising four to six members per group. This method provides opportunities for students to articulate their own ideas, experience real interactive learning contexts, cultivate openness to differing viewpoints, initiate discussion activities, and facilitate the management of controversial opinions (Brewer, 1997).

The teaching and learning environment in the current era has undergone significant transformation, particularly the aim to develop student-centred learners who actively share their opinions and ideas. However, based on the researcher's experience as a trained educator, a number of students remain weak in expressing their views and responding to questions during class. Many students prefer listening passively to the teacher rather than generating independent responses. Students also tend to be passive and reluctant to voice their perspectives. Field observations support findings from previous research, such as Rose Dee Yusof (2009), who reported that active learning through student involvement in the classroom not only enhances understanding of lesson content but also stimulates cognitive growth and generates new ideas.

The Buzz Method involves dividing the class into small groups and instructing students to discuss issues provided by the teacher. The term "Buzz" originates from the lively sound produced by student discussion. The Malawi Institute of Education (2004) outlined several effective steps for implementing the Buzz Method in the classroom: (1) The teacher explains the topic beforehand and forms small groups; (2) Groups should

consist of students with similar or mixed abilities as necessary; (3) The teacher facilitates discussion, encouraging participation from less confident students; (4) The teacher appoints a group leader and rotates leadership when used repeatedly; (5) The teacher may assign different but related topics to foster motivation and accountability; (6) If the same topic is used, each group must present differing viewpoints; (7) The teacher provides brief feedback; (8) Both teacher and students must remain aware of time management throughout the activity.

The distinction of the present study from prior research lies in its specific focus on implementing the Buzz Method within the Melayu Islam Beraja (MIB) subject, using a mixed-methods research design. The qualitative component explores the impact of the method on learning and students' perceptions of its implementation, while the quantitative component employs the Wilcoxon Signed Ranks Test to identify differences in mean scores between pre- and post-tests distributed to students. This approach differs from many previous studies that predominantly utilised t-tests in their analyses.

The study by Dayang Hajah Salamah binti Haji Kalong (2013) demonstrated the effectiveness of lecture, discussion, and storytelling methods in teaching and learning and their influence on student achievement. Meanwhile, research by Shahrulanuar (2013) confirmed that buzz group discussions significantly improved students' problem-solving skills, with t-test results indicating significant differences between experimental and control groups in addressing zakat-related problems. Additionally, Ni'mah (2015) conducted an action research study consisting of two cycles involving four types of activities, which revealed that the Buzz Method enhanced student activeness and writing skills. Similarly, Ikromah et al. (2015), through Wilcoxon and Mann-Whitney tests, found significant differences in inmates' knowledge of HIV/AIDS before and after learning through buzz group discussions ($p = 0.000$) and audiovisual lectures ($p = 0.004$). These studies indicate that Buzz group and audiovisual methods serve as effective alternatives in health education by encouraging learner responsiveness. This aligns with research by Komarudin et al. (2019), who reported that implementing buzz group strategies in group guidance increased student self-awareness.

Based on the reviewed literature, the researcher identified relevant studies on the Buzz Method in teaching and learning both internationally and within Brunei Darussalam. However, no studies were found that specifically examined its application in the MIB

subject. Therefore, this study aims to determine the effects and analyse the effectiveness of applying the Buzz Method in MIB learning and to explore students' perceptions of its use in this context.

RESEARCH METHOD

The research design serves as a framework that guides the implementation of a study. The present research employed an action research design, defined as a form of self-reflective inquiry conducted collectively by researchers situated within a social context, with the aim of enhancing the rationality and fairness of their educational and social practices, while simultaneously improving their understanding of those practices and the conditions in which they are enacted. This study adopted action research to investigate and improve learning practices in the classroom context.

This research utilised a mixed-methods approach, combining both qualitative and quantitative techniques. Research instruments refer to the tools, equipment, or software employed throughout the study (Fuad, 2017). The qualitative instrument used in this study was a semi-structured interview, whereas the quantitative component involved pre-test and post-test assessments. A voice recorder was used as a research device to capture students' responses and reflections regarding the application of the Buzz Method in the Melayu Islam Beraja (MIB) subject.

Due to the challenges associated with studying large populations, only a subset was selected as the sample. The study sample consisted of students from a government secondary school. Four students were selected to participate in interview sessions, while both the pre-test and post-test assessments were administered to a class consisting of 21 Year 9 students. The sample distribution is summarised as follows: the interview involved four students, and the pre-test and post-test each involved 21 students.

Data analysis in this study employed both qualitative and quantitative approaches. Thematic analysis was conducted to identify significant themes emerging from interview data, enabling the researcher to extract meaningful patterns at different levels of interpretation (Attride-Stirling, 2001). According to Kumar (2011), one of the primary methods used in qualitative data analysis involves identifying themes derived from interview findings. For the quantitative component, the Wilcoxon Signed Ranks Test was utilised to analyse the differences in mean scores between the pre-test and post-test

results, with the purpose of determining the effectiveness of the intervention before and after implementation. Analysis for this test was carried out using the Statistical Package for the Social Sciences (SPSS) Version 23.

RESULTS AND DISCUSSION

Results

Before analysing the research data, a normality test was conducted to examine and determine whether the dataset met the assumptions of normal distribution. This procedure was necessary to inform the selection of an appropriate statistical test for analysing differences between the pre-test and post-test scores. Figure 4 presents the results of the normality test conducted for the research instruments, namely the pre-test and post-test assessments.

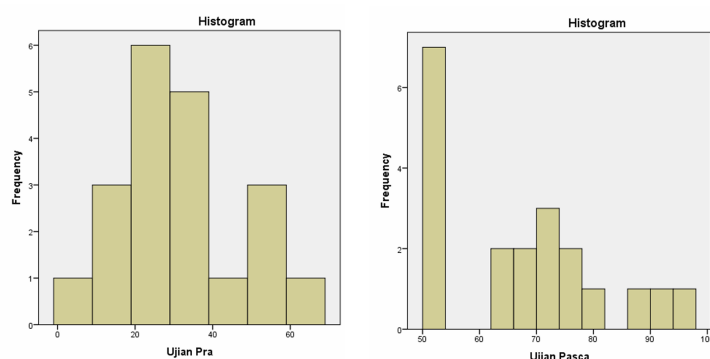


Figure 1. Pre-test and Post-test Results

Figure 1 above presents the normality test conducted on the pre-test and post-test data. The results indicate that the dataset was not normally distributed, as the values demonstrated a skewed distribution. Consequently, a non-parametric statistical test was deemed appropriate for analysing the research findings. The Wilcoxon Signed Ranks Test was therefore utilised to examine differences in student performance before and after the implementation of the Buzz Method.

RQ 1: To what extent is the application of the Buzz Method effective in improving students' achievement in learning Melayu Islam Beraja (MIB)?

<i>Test Statistics^a</i>	
	Ujian Pasca - Ujian Pra
Z	-4.017 ^b
Asymp. Sig. (2-tailed)	.000

Figure 2. Results of the Wilcoxon Signed Ranks Test

Figure 2 indicates a p-value of 0.000, which is less than 0.05. This value demonstrates a statistically significant difference between the pre-test and post-test results. The findings therefore confirm that the application of the Buzz Method successfully improved students' academic performance. Consequently, the null hypothesis (H_{01}) is rejected. In addition, the improvement in student performance is further supported by the increased individual test scores.

Furthermore, the researcher conducted interview sessions with four students to address the first research question. The qualitative findings were categorised into thematic groups based on students' responses. Five themes were identified: (1) Assistance, (2) Understanding, (3) Experience, (4) Knowledge, and (5) Sharing. Students reported that the application of the Buzz Method in classroom instruction significantly supported their learning processes. They expressed that they were able to understand the lessons more effectively, increase their content knowledge, and share their understanding with peers. The method also provided them the opportunity to voice new ideas and gain valuable learning experiences.

RQ 2: What are students' perceptions of the application of the Buzz Method in learning Melayu Islam Beraja (MIB)?

Based on participant responses, eight themes emerged from the interview analysis: (1) Positive, (2) Sharing, (3) Agreement, (4) Helpful, (5) Experience, (6) Confidence, (7) Opportunity to Ask Questions, and (8) Facilitative. Students expressed that the Buzz Method allowed them to share knowledge collaboratively and that it was highly beneficial for their learning experience. They described gaining new experiences, sharing ideas, and receiving different perspectives from their peers. In addition, the students valued the opportunity to ask questions and support one another. They also reported that the Buzz Method increased their confidence to communicate with others and facilitated easier

understanding of lesson content. Students agreed that the Buzz Method should continue to be used in their learning.

Overall, thematic analysis of the interview data shows that the application of the Buzz Method generated positive effects, providing considerable support for students' learning, as articulated in their own reflections.

Discussion

The study conducted has demonstrated positive effects and impacts on students' learning and achievement. The purpose and objectives of the study were successfully achieved. This section discusses the findings obtained in relation to previous literature. Similar to existing studies, the application of the Buzz method in the subject of Melayu Islam Beraja (MIB) has shown effectiveness and positive impacts, and has succeeded in improving students' performance. This study is consistent with previous research such as Dayang Hajah Salamah binti Haji Kalong (2013) and Shahrulanuar (2013), who also reported improvements in student achievement.

In this study, the researcher employed action research and analysed the research findings using the Wilcoxon Signed Ranks test, whereas Shahrulanuar (2013) used a quasi-experimental design and analysed the results using t-test and descriptive analysis. Komarudin et al. (2019), who also conducted a quasi-experimental study, reported significant results using an uncorrelated sample t-test involving 57 participants.

Students' perceptions of the Buzz method were also positive (Shahrulanuar, 2013), and students agreed with the method applied. Ikromah et al. (2015) and Ni'mah (2015) likewise demonstrated that the Buzz method helps activate participants throughout the teaching and learning process. Apart from improving student achievement, this method is also a popular approach used as an instructional strategy in classroom teaching (Dayang Hajah Salamah binti Haji Kalong, 2013). The application of the Buzz method is not limited to the MIB subject but is also effective across other subjects in helping students enhance their learning and achievement. Students also became more confident and active in giving responses. This has been proven from both the current study and previous research literature.

CONCLUSION

This study, which examined the application of the Buzz method in the subject of Melayu Islam Beraja (MIB), has explained and proven its effectiveness and demonstrated a positive impact on students' learning and achievement. This indicates that the Buzz method can be practised as one of the teaching approaches among teachers—not only for MIB teachers but also applicable across all subject areas. The Buzz method enables students to be more active in the classroom and enhances various aspects of their knowledge.

Furthermore, this method aligns with the goals of the 21st Century National Education System, which aims to promote student-centred learning. The application of the Buzz method has been evaluated and tested, and it provides evidence of its effectiveness in supporting students' learning.

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