

ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan kolaborasi peserta didik pada mata pelajaran Sejarah kelas XI Fase F10 di SMAN 1 Cihaurbeuti. Kemampuan kolaborasi merupakan salah satu kompetensi penting abad ke-21 yang perlu dikembangkan melalui pembelajaran yang menempatkan peserta didik sebagai subjek aktif dalam proses belajar. Oleh karena itu, diperlukan penerapan metode pembelajaran yang mampu mendorong partisipasi dan interaksi antarpeserta didik. Penelitian ini bertujuan untuk mengetahui pengaruh metode Round Robin Brainstorming (RRB) terhadap kemampuan kolaborasi peserta didik. Penelitian menggunakan pendekatan kuantitatif dengan desain quasi experimental tipe *nonequivalent control group design*. Populasi penelitian berjumlah 144 peserta didik yang terdiri atas empat kelas XI Fase F, masing-masing berjumlah 36 peserta didik. Sampel penelitian berjumlah 72 peserta didik, yaitu kelas XI Fase F10 sebagai kelas eksperimen dan kelas XI Fase F12 sebagai kelas kontrol. Pengumpulan data dilakukan menggunakan angket kemampuan kolaborasi yang diberikan melalui *pretest* dan *posttest*. Kemampuan kolaborasi diukur melalui indikator saling ketergantungan positif, interaksi promotif tatap muka, tanggung jawab individu, keterampilan komunikasi interpersonal, dan keterampilan bekerja dalam kelompok. Analisis data meliputi uji normalitas, uji homogenitas, dan uji hipotesis menggunakan *Welch's t-test* berbantuan IBM SPSS Statistics 31. Hasil penelitian menunjukkan bahwa kemampuan kolaborasi peserta didik pada kelas eksperimen lebih tinggi dibandingkan kelas kontrol. Nilai rata-rata *posttest* kelas eksperimen sebesar 70,83, sedangkan kelas kontrol sebesar 61,39. Hasil uji hipotesis menunjukkan nilai signifikansi (Sig.) < 0,001 ($p < 0,05$), sehingga H_0 ditolak dan H_a diterima. Dengan demikian, metode *Round Robin Brainstorming* berpengaruh signifikan terhadap kemampuan kolaborasi peserta didik pada pembelajaran Sejarah di SMAN 1 Cihaurbeuti.

Kata Kunci: Round Robin Brainstorming, Kemampuan Kolaborasi, Pembelajaran Sejarah.

ABSTRACT

This study was motivated by the low level of students' collaborative skills in History learning in Grade XI Phase F10 at SMAN 1 Cihaurbeuti. Collaborative skills constitute one of the essential twenty-first-century competencies that should be fostered through student-centered learning. Therefore, it is necessary to implement instructional methods that encourage students' active participation and interaction. This study aimed to determine the effect of the Round Robin Brainstorming (RRB) method on students' collaborative skills. The research employed a quantitative approach with a quasi-experimental method using a nonequivalent control group design. The population consisted of 144 students from four Grade XI Phase F classes, each comprising 36 students. The sample included 72 students, with Grade XI Phase F10 serving as the experimental class and Grade XI Phase F12 as the control class. Data were collected using a collaborative skills questionnaire administered as a pretest and posttest. Collaborative skills were measured through the indicators of positive interdependence, promotive face-to-face interaction, individual accountability, interpersonal communication skills, and group work skills. Data analysis involved normality and homogeneity tests, followed by hypothesis testing using Welch's *t*-test with IBM SPSS Statistics 31. The findings revealed that the collaborative skills of students in the experimental class were higher than those in the control class. The mean posttest score of the experimental class was 70.83, whereas that of the control class was 61.39. The hypothesis test yielded a significance value of less than 0.001 ($p < 0.05$), leading to the rejection of H_0 and acceptance of H_a . Therefore, the Round Robin Brainstorming method had a significant effect on students' collaborative skills in History learning at SMAN 1 Cihaurbeuti.

Keywords: Round Robin Brainstorming, Collaboration Skills, History learning.