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IMPLEMENTATION OF BUZZ GROUP STRATEGY LEARNING TO IMPROVE THEMATIC LEARNING ACHIEVEMENT THEME 2 ALWAYS SAVE ENERGY SUBTHEME 2 ENERGY BENEFITS IN GRADE IV STUDENTS OF MADRASAH IBTIDAIYAH NEGERI 3 JAKARTA ACADEMIC YEAR 2021/2022

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ABSTRACT

This study used three rounds of action research. Each round consists of four stages, namely: design, activity and observation, reflection, and refisi. The target of this study was Grade IV students . The data obtained are in the form of formative test results, observation sheets for teaching and learning activities.
This research is based on the following problems: (a) Does Buzz Group learning affect thematic learning achievement Theme 2 Always Save Energy Subtheme 2 Energy Benefits in Grade IV Students? (b) How high is the level of mastery of thematic subject matter Theme 2 Always Save Energy Subtheme 2 Energy Benefits with the application of the Buzz Group learning method to Grade IV Students? . The objectives of this study are: (a) To uncover the effect of Buzz Group learning on thematic learning achievement Theme 2 Always Save Energy Subtheme 2 Energy Benefits in Grade IV Students . (b) Want to know how far the understanding and mastery of Thematic subjects Theme 2 Always Save Energy Subtheme 2 Energy Benefits after the application of Buzz Group learning to Grade IV Students .
From the results of the analysts, it was found that student learning achievement increased from cycle I to cycle III, namely, cycle I (58%), cycle II (72%), cycle III (100%). The conclusion of this study is that the Buzz Group method can positively affect the learning motivation of Grade IV students, and this learning model can be used as an alternative Thematic Theme 2 Always Save Energy Subtheme 2 Energy Benefits

Keywords: *buzz groups, learning, education*

INTRODUCTION

The development of the world towards globalization has changed the world to become one of unlimited capacity (Zuhraini, 2012). In such a situation, to be able to survive, every country is required to prepare itself to be able to be competent with other countries in the world. The ability of the state to be competitive other countries is only possessed if the country has superior resources. Education is a way for a country to prepare the quality of human resources (Widiansyah, 2018).

Education according to Law no. 20 of 2003 can be interpreted as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character, as well as the skills needed for themselves, society, nation and state (Masgumelar & Mustafa, 2021) . In this case, of course, professional education is needed, especially teachers in primary and secondary schools and lecturers in universities.

According to Bukhori, that good education is an education that not only prepares its students for a profession or position, but to solve the problems it faces in everyday life. One of the main problems in learning in formal education (schools) today is the low absorption of students.

This seems to be evenly distributed student learning outcomes which are always very concerning. This achievement is certainly the result of learning conditions that are still conventional and do not touch the realm of the student's own dimension, namely how to actually learn it (learn to learn) (Lasmiati, n.d.). In a substantial sense, the learning process to this day still provides teacher dominance and does not provide access for students to develop independently through their discovery and thinking process.

In this strategy (buzz group), the class is divided into small groups to have a brief discussion about a problem (Desemyati, 2020). Each group is asked to come up with a hypothesis that they view as relevant to one application of a principle, an example of a concept, or to a solution to a problem.

The steps of this strategy usually start with choosing the person who will report the results of the discussion as well as lead the discussion. Then ask each member of the group to come up with an idea to answer questions or solving the problems discussed. Finally, they had to come up with an idea that was mutually agreed upon to report to the large class. For this strategy, groups are usually given time limits such as five minutes, ten minutes or more, depending on the complexity of the problem.

The use of a buzz group requires seating arrangements in a circular position. This strategy guarantees the participation of all members of the group.

Small group discussion is an orderly process involving a group of students in a timal, cooperative face-to-face interaction with the aim of various information or experiences, making decisions or solving problems (Arqam, 2019). And also between students and students can play an active role, especially in communication and motivation during the teaching and learning process without excessive dominance from both parties. Buzz group is one of the strategies that can provide a new classroom atmosphere in the learning process, especially Thematic Theme 2 Always Save Energy Subtheme 2 Energy Benefits, in this learning method students will be trained to think effectively by exchanging opinions with other students, in addition to being useful for increasing student learning motivation.

By applying these strategies, it is hoped that learning will take place pleasantly and students are very motivated, so that they are able to assess, remember, and understand the material that has been taught. Because in using this strategy, students also play an active role in groups (cooperative learning). It is on this encouragement that students will be motivated in the teaching and learning process (learning).

From the background of this problem, researchers feel compelled to take the title " Implementation of Buzz Group Strategy Learning to Improve Thematic Learning Achievement Theme 2 Always Save Energy Subtheme 2 Energy Benefits in Grade IV Students of Madrasah Ibtidaiyah Negeri 3 Jakarta Academic Year 2021/2022".

METHOD

Lewin (in Prendergast, 2002:2) expressly states, that classroom action research is a way for teachers to organize learning based on their own experiences or experiences collaborating with other teachers (Misyani, 2018). Meanwhile, Calhoun and Glanz (in Prendergast, 2002:2) state that classroom action research is a method to empower teachers who are able to support school creative performance. In addition, Prendergast (2002:3) also states, that classroom action research is a vehicle for teachers to systematically reflect and act in their teaching to improve student learning processes and outcomes (Saptorini et al., 2013).

Cole and Knowles (Prendergast (2002:3-4) state that classroom action research can lead teachers to collaborate, reflect, and ask questions with each other with the aim of not only teaching programs and methods, but also helping teachers develop personal relationships. Knowles' statement is also supported by Noffke (Prendergast (2002:5), that classroom action research can encourage teachers to reflect on their learning practices to build deep understanding and develop personal and social relationships between teachers. Whitehead (1993) states, that classroom action research can facilitate teachers to develop an understanding of pedagogy in order to improve its learning. The data needed in this study were obtained through the observation of active learning processing, observation of student and teacher activities, and formative tests. To find out the effectiveness of a method in learning activities, it is necessary to conduct data analysis. In this study using qualitative descriptive analysis techniques, which is a research method that describes reality or facts in accordance with the data obtained with the aim of knowing the learning achievements achieved by students as well as to obtain student responses to learning activities and student activities during the learning process.

RESULTS AND DISCUSSION

1. Cycle I

a. Planning Phase

At this stage the researcher prepares a learning tool consisting of lesson plan 1, formative test questions 1 and supporting teaching tools. In addition, an observation sheet for the management of Buzz Groub was also prepared, and an observation sheet for the activities of teachers and students.

b.Stage of Activity and Implementation

The implementation of teaching and learning activities for the first cycle was carried out on September 5, 2021 in Class IV with a total of 29 students. In this case the researcher acts as a teacher. The teaching and learning process refers to the lesson plan that has been prepared. Observation (observation) is carried out in conjunction with the implementation of teaching and learning.

At the end of the teaching and learning process, students are given a formative test I with the aim of knowing the level of student success in the teaching and learning process that has been carried out. The data from the research results in the first cycle are as follows.

Table 4.1 Management of Learning in Cycle I

Observed aspects	Valuation		Average
	P1	P2	
KBM observations			
A. Introduction			
1. Motivate students	2	2	2
2. Delivering learning objectives	2	2	2
3. Connect with previous lessons	2	2	2
4. Organize students in study groups			
B. Core activities			
1. Presenting the steps of the cooperative learning method	3	3	3
2. Guiding students to do activities	3	3	3
3. Practicing cooperative skills	3	3	3
4. Keep an eye on each group in turns	3	3	3
5. Providing assistance to groups experiencing difficulties			
C. Cover			
1. Guiding students to make summaries	3	3	3
2. Provide evaluation	3	3	3
Time Management	2	2	2
Class Enthusiasm			
1. Enthusiastic students	2	2	2
2. Anti-semitic teacher	3	3	3
Sum	32	32	32

Description: Value: Criteria

1. : Bad
2. : Not Good
3. : Good Enough
4. : Good

Based on the table above, the aspects that get the criteria are not good at motivating students, conveying learning goals, managing time, and enthusiastic students. The four aspects that received poor scores above, are a weakness that occurs in cycle I and will be used as study material for reflection and revision that will be carried out in cycle II.

Table 4.2 Formative Test Scores On Cycle I

No	Student Name	Civics	BI	IPA	IPS	Mat	Average2	Information	
								T	TT
1.	Ahnaf Fairuz Safiin	60	70	68	64	69	66		√
2.	Alya Afifah	70	60	60	74	60	65		√
3.	Amira Kamalia	75	85	83	79	84	81	√	
4.	Aqilah Syafa N.R	80	90	88	84	89	86	√	
5.	Arkhana Oktarian Saleh	70	70	70	60	70	68		√
6.	Atiqah Aliya Adhila	80	90	88	84	89	86	√	
7.	Bias Nurwahid	88	98	96	92	97	94	√	
8.	Bilqis Zakiyah Balman	80	90	88	84	89	86	√	
9.	Cantika Princess Rizkyardini	90	100	98	94	99	96	√	
10.	Dika Tsaqif Saputra	84	94	92	88	93	90	√	
11.	Ezza Marcvel Son of Ferryandy	60	70	68	64	69	66		√
12.	Farid Athala M	92	90	88	84	89	89	√	
13.	Jihan Aufa Princess	97	90	88	84	89	90	√	
14.	Khayriyah Naqiyah Tone	62	72	70	66	71	68		√
15.	Meysha Daffina Prasetyo	90	100	98	94	99	96	√	

16.	Muhammad Algi Fahri	83	93	91	87	92	89	√	
17.	Muhammad Aulia Ferdyan	90	100	98	94	99	96	√	
18.	Muhammad Hamdi	90	100	98	94	99	96	√	
19.	Muhammad Hanif Fakhruddin	60	70	68	64	69	66		√
20.	Muhammad Nafis Yafi	88	98	96	92	97	94	√	
21.	Naufal Ibrahim Ali	75	85	83	79	84	81	√	
22.	Panji Ilham Sasongko	70	60	60	74	60	65		√
23.	Rafka Son of Mahendra	75	85	83	79	84	81	√	
24.	Rama Adhya Candra P	62	72	70	66	71	68		√
25.	Rayhan Ahmad Fardany	60	70	68	64	69	66		√
26.	Satya Argya Wiratama	75	85	83	79	84	81	√	
27.	Teuku Rifki Ananda	60	70	68	64	69	66		√
28.	Yasin Hidayatulloh	70	60	60	74	60	65		√
29.	Zafira Naidiana Princess	62	72	70	66	71	68		√
	Sum						2309	17	12

Information:

Q: Complete

TT: Incomplete

Number of Students Completed: 17

Number of Incomplete Students: 12

Ideal Maximum Score: 2900

Score Reached: 2309

Average Score Achieved: 79

Percentage of Completeness: 58

Table 4.3. Recapitulation of Student Formative Test Results In Cycle I

No	Description	Cycle I Results
1	Average score of formative test	79
2	Number of students who have	17
3	completed their studies	58
	Percentage of learning completion	

From the table above, it can be explained that by applying learning with Buzz Groub, the average score of student learning achievement is 79 and the completion of learning reaches 58% or there are 17 students out of 29 students who have completed learning. These results show that in the first cycle classically students have not completed learning, because students who get a score of 65 are only 58% less than the desired percentage of completion of 85%. This is because students still feel new and do not understand what the teacher intends and uses by applying learning with Buzz Group≥.

c.Reflections

In the implementation of teaching and learning activities, information is obtained from the results of observations as follows:

1) Teachers are less than optimal in motivating students and in conveying learning objectives
2) Teachers are less than optimal in time management
3) Students are less active during learning

d.Fisi

The implementation of teaching and learning activities in the first cycle still has shortcomings, so it is necessary to revise it to be carried out in the next cycle.

1) Teachers need to be more skilled in motivating students and clearer in delivering learning objectives. Where students are invited to be directly involved in every activity that will be carried out.
2) Teachers need to distribute time well by adding information they feel is necessary and giving notes.
3) Teachers must be more skilled and passionate in motivating students so that students can be more enthusiastic.

2.Cycle II

a. Planning phase

At this stage, the researcher prepares a learning tool consisting of lesson plan 2, formative test questions 2, and supporting teaching tools.

b.Stage of activity and implementation

The implementation of teaching and learning activities for cycle II was carried out on September 11, 2021, in Class IV with a total of 29 students. In this case the researcher acts as a teacher. The teaching and learning process refers to the lesson plan by paying attention to revisions in cycle I, so that errors or shortcomings in cycle I are not repeated in cycle II. Observation (observation) is carried out in conjunction with the implementation of teaching and learning.

At the end of the teaching and learning process, students are given a formative test II with the aim of knowing the level of student success in the teaching and learning process that has been carried out. The instrument used is the formative test II. The data from the research results in cycle II are as follows.

Table 4.4. Learning Management in Cycle II

Observed aspects	Valuation		Average
	P1	P2	
KBM observations			
A. Introduction			
1. Motivate students	3	3	3
2. Delivering learning objectives	3	4	3
3. Connect with previous lessons	4	3	3
4. Organize students in study groups	3	3	3
	3	4	4
B. Core activities			
1. Presenting the steps of the cooperative learning method	3	4	3
2. Guiding students to do activities	4	4	4
C. Practicing cooperative skills	4	4	4
D. Keep an eye on each group in turns	4	4	4
E. Providing assistance to groups experiencing difficulties	3	3	3
C. Cover			
1. Guiding students to make summaries	3	4	3
2. Provide evaluation	4	4	4
Time Management	3	3	3
Class Enthusiasm			
1. Enthusiastic students	4	3	3
2. Anti-semitic teacher	4	4	4
Sum	52	54	51

Description: Value: Criteria

5. : Bad
6. : Not Good
7. : Good Enough
8. : Good

From the table above, without the aspects observed in teaching and learning activities (cycle II) carried out by teachers by applying the cooperative learning method, Buzz Group received a fairly good assessment from observers. This means that from all assessments there is no undervalue. However, the assessment is not yet an optimal result, for that there are several aspects that need attention for the improvement of the application of subsequent learning. These aspects are motivating students, guiding students to formulate conclusions/find concepts, and time management.

With the refinement of aspects I of the nature of the application of the Buzz Group learner method, it is hoped that students can conclude what they have learned and express their opinions so that they will better understand what they have done.

Table 4.5. Formative Test Scores In Cycle II

No	Student Name	Civics	BI	IPA	IPS	Mate	Average2	Information	
								T	TT
1.	Ahnaf Fairuz Safiin	65	66	66	66	77	68		√
2.	Alya Afifah	70	70	70	60	70	68		√
3.	Amira Kamalia	75	85	83	79	84	81	√	
4.	Aqilah Syafa N.R	80	90	88	84	89	86	√	
5.	Arkhana Oktarian Saleh	70	70	70	60	70	68		√
6.	Atiqah Aliya Adhila	80	90	88	84	89	86	√	
7.	Bias Nurwahid	88	98	96	92	97	94	√	
8.	Bilqis Zakiyah Balman	80	90	88	84	89	86	√	
9.	Cantika Princess Rizkyardini	90	100	98	94	99	96	√	
10.	Dika Tsaqif Saputra	84	94	92	88	93	90	√	
11.	Ezza Marcvel Son of Ferryandy	60	70	68	64	69	66		√
12.	Farid Athala M	92	90	90	84	89	89	√	
13.	Jihan Aufa Princess	97	90	88	84	89	90	√	
14.	Khayriyah Naqiyah Tone	80	80	80	77	80	79	√	
15.	Meysha Daffina Prasetyo	90	100	98	94	99	96	√	
16.	Muhammad Algi Fahri	83	90	91	87	92	89	√	

17.	Muhammad Aulia Ferdyan	90	100	98	94	99	96	√	
18.	Muhammad Hamdi	90	100	98	94	99	96	√	
19.	Muhammad Hanif Fakhruddin	80	80	87	80	80	81	√	
20.	Muhammad Nafis Yafi	88	98	96	92	97	94	√	
21.	Naufal Ibrahim Ali	83	90	91	87	92	89	√	
22.	Panji Ilham Sasongko	70	70	70	60	70	68		√
23.	Rafka Son of Mahendra	83	90	91	87	92	89	√	
24.	Rama Adhya Candra P	62	72	70	66	71	68		√
25.	Rayhan Ahmad Fardany	70	70	70	60	70	68		√
26.	Satya Argya Wiratama	83	90	91	87	92	89	√	
27.	Teuku Rifki Ananda	70	70	70	60	70	68		√
28.	Yasin Hidayatulloh	84	94	92	88	93	90	√	
29.	Zafira Naidiana Princess	84	94	92	88	93	90	√	
	Sum						2418	21	8

Information:

Q: Complete

TT: Incomplete

Number of Students completed: 21

Number of Incomplete Students: 8

Ideal Maximum Score: 2900

Score Reached: 2418

Average Score Achieved: 83

Percentage of Completeness: 72%

Table 4.6. Recapitulation of Students' Formative Test Results In Cycle II

No	Description	Cycle II Results
1	Average score of formative test	83
2	Number of students who have completed	21
3	their studies	72%

	Percentage of learning completion	

From the table above, the average score of student learning achievement is 83 and learning completion reaches 72% or there are 21 students out of 29 students who have completed learning. These results show that in this cycle II the classical completion of learning has improved slightly better than cycle I. In addition, students have also begun to understand what the teacher intends and wants by applying learning with Buzz Group.

c.Reflections

In the implementation of learning activities, information is obtained from the results of observations as follows.

1) Motivate students
2) Guiding students to formulate conclusions/find concepts
3) Time management

d.Revised Draft

The implementation of learning activities in cycle II still has shortcomings. Then there is a need for revisions to be implemented in cycle II, including:

1) Teachers in motivating students should be able to make students more motivated during the teaching and learning process.
2) The teacher should be closer to the student so that there is no feeling of fear in the student either to express an opinion or to ask questions.
3) Teachers must be more patient in guiding students to formulate conclusions/find concepts.
4) Teachers must distribute time properly so that learning activities can run as expected.
5) Teachers should add more sample questions and give students practice questions to do in each teaching and learning activity.

3.Cycle III

a.Planning phase

At this stage the researcher prepares a learning tool consisting of lesson plan 3, formative test questions 3 and supporting teaching tools.

b.Stage of activity and observation

The implementation of teaching and learning activities for cycle III was carried out on September 18, 2021 in Class IV with a total of 29 students. In this case the researcher acts as a teacher. The teaching and learning process refers to the lesson plan by paying attention to the revisions in cycle II, so that errors or shortcomings in cycle II are not repeated in cycle III. Observation (observation) is carried out in conjunction with the implementation of teaching and learning.

At the end of the teaching and learning process, students are given a formative test III with the aim of knowing the level of student success in the teaching and learning process that has been carried out. The instrument used is the III formative test. The data from the research results in cycle III are as follows.

Table 4.7. Learning Management in Cycle III

Observed aspects	Valuation		Average
	P1	P2	
KBM observations			
A. Introduction			
1. Motivate students	4	4	4
2. Delivering learning objectives	4	4	4
3. Connect with previous lessons	4	4	4
4. Organize students in study groups	4	4	4
B. Core activities			
1. Presenting the steps of the cooperative learning method	4	4	4
2. Guiding students to do activities	4	4	4
3. Practicing cooperative skills	4	4	4
4. Keep an eye on each group in turns			
5. Providing assistance to groups experiencing difficulties	4	3	4
	3	4	4
C. Cover			
1. Guiding students to make summaries	4	4	4
2. Provide evaluation	4	4	4
Time Management	4	4	4
Class Enthusiasm			
1. Antusia students	4	4	4
2. Anti-semitic teacher	4	4	4
Sum	55	55	56

Description: Value : Criteria

1: Not Good

2. : Not Good

3.: Good enough

4.: Good

From the table above, it can be seen that the aspects observed in teaching and learning activities (cycle III) carried out by teachers by applying the Buzz Group model cooperative learning method get a fairly good assessment from observers are motivating students, guiding students to formulate conclusions / find concepts, and time management. The improvement of the above aspects in applying the Buzz Group cooperative learning method is expected to be successful as much as possible.

Table 4.8 Formative Test Scores In Cycle III

No	Student Name	Civics	BI	IPA	IPS	Mate	Average2	Information	
								T	TT
1.	Ahnaf Fairuz Safiin	90	100	98	94	99	96	√	
2.	Alya Afifah	90	100	98	94	99	96	√	
3.	Amira Kamalia	90	100	98	94	99	96	√	
4.	Aqilah Syafa N.R	80	90	88	84	89	86	√	
5.	Arkhana Oktarian Saleh	95	90	88	84	89	89	√	
6.	Atiqah Aliya Adhila	80	90	88	84	89	86	√	
7.	Bias Nurwahid	91	90	88	84	89	88	√	
8.	Bilqis Zakiyah Balman	88	98	96	92	97	94	√	
9.	Cantika Princess Rizkyardini	93	90	88	84	89	89	√	
10.	Dika Tsaqif Saputra	88	98	96	92	97	94	√	
11.	Ezza Marcvel Son of Ferryandy	97	90	88	84	89	90	√	
12.	Farid Athala M	92	90	88	84	89	89	√	
13.	Jihan Aufa Princess	97	90	88	84	89	90	√	
14.	Khayriyah Naqiyah Tone	80	90	88	84	89	86	√	
15.	Meysha Daffina Prasetyo	90	100	98	94	99	96	√	
16.	Muhammad Algi Fahri	90	100	98	94	99	96	√	

17.	Muhammad Aulia Ferdyan	91	101	99	95	100	97	√	
18.	Muhammad Hamdi	92	90	88	84	89	89	√	
19.	Muhammad Hanif Fakhruddin	80	90	88	84	89	86	√	
20.	Muhammad Nafis Yafi	90	100	98	94	99	96	√	
21.	Naufal Ibrahim Ali	91	101	99	95	100	97	√	
22.	Panji Ilham Sasongko	91	101	99	95	100	97	√	
23.	Rafka Son of Mahendra	97	90	88	84	89	90	√	
24.	Rama Adhya Candra P	91	101	99	95	100	97	√	
25.	Rayhan Ahmad Fardany	97	90	88	84	89	90	√	
26.	Satya Argya Wiratama	91	101	99	95	100	97	√	
27.	Teuku Rifki Ananda	97	90	88	84	89	90	√	
28.	Yasin Hidayatulloh	91	101	99	95	100	97	√	
29.	Zafira Naidiana Princess	97	90	88	84	89	90	√	
	Sum						2674	29	0

Information:

Q: Complete

TT: Incomplete

Number of Students completed: 29

Number of Incomplete Students: 0

Ideal Maximum Score: 2900

Score Reached: 2674

Average Score Reached: 92

Percentage of Completeness: 100%

Table 4.9. Formative Student Results In Cycle III

No	Description	Cycle III Results
1	Average score of formative test	92
2	Number of students who have	29
3	completed their studies	100%
	Percentage of learning completion	

Based on the table above, the average score of the formative test was obtained at 92 and out of 29 students have achieved completion of learning. So classically the completeness of learning that has been achieved is 100% (including the complete category). The results in cycle III have improved better than cycle II. The improvement in speaking skills in cycle III is influenced by the increase in the ability of teachers to apply learning with Buzz Groub so that students become more accustomed to this kind of learning so that students can more easily understand the material that has been given.

c.Reflections

At this stage, it will be studied what has been done well and what is still not good in the teaching and learning process with the application of learning with Buzz Groub. From the data that has been obtained, it can be described as follows:

1) During the teaching and learning process the teacher has carried out all the learning well. Although there are some aspects that are rudimentary, but the percentage of their implementation for each of them is quite large.
2) Based on the observational data, it is known that students are active during the learning process.
3) Deficiencies in previous cycles have improved and improved so that they become better.
4) The student's speaking ability in cycle III reaches completion.

d. Revised Implementation

In cycle III, teachers have implemented learning with Buzz Group well and judging from student activities and students' speaking skills, the implementation of the teaching and learning process has gone well. So there is no need for too many revisions, but what needs to be considered for the next action is to maximize and maintain what is already there with the aim that in the implementation of the teaching and learning process subsequently the application of the Buzz Group teaching and learning model can improve the teaching and learning process so that learning objectives can be achieved.

B.Discussion

1.Completeness of Students' Speaking Ability

Through the results of this study, it shows that learning with Buzz Group has a positive impact in improving student learning achievement. This can be seen from the increasingly stable understanding of students towards the material presented by the teacher (learning completion increases from cycles I, II, and III) which are 58%, 72%, and 100%, respectively. In cycle III, the completion of student learning has been classically achieved.

2.Teacher's Ability to Manage Learning

Based on data analysis, student activity in the teaching and learning process by applying the Buzz Group teaching model in each cycle has increased. This has a positive impact on student learning achievement, which can be shown by the increase in the average score of students in each cycle which continues to increase.

3.Student Activities in Learning

Based on data analysis, student activities were obtained in the thematic learning process with the Buzz Group teaching model, the most dominant is, listening / paying attention to the teacher's explanation, and discussions between students / between students and teachers. So it can be said that student activities can be categorized as active.

As for the activities of teachers during learning, they have implemented the steps of teaching and learning activities by applying contextual teaching problem-based teaching models well. This can be seen from the teacher's activities that have emerged, including guiding and observing students in finding concepts, explaining difficult material, giving feedback / evaluation / question and answer where the percentage for the above activities is quite large.

CONCLUSION

Buzz Group's teaching model can improve the quality of thematic learning of materials using microscopes. Learning with Buzz Group has a positive impact in improving student learning achievement which is characterized by an increase in student learning completion in each cycle, namely cycle I (58%,), cycle II (72%), cycle III (100%). Buzz Group's teaching model can make students feel they receive attention and the opportunity to express opinions, ideas, ideas and questions.

Suggestion

To carry out the Buzz Group teaching model requires careful preparation, so teachers must be able to determine or choose topics that can really be applied by learning with Buzz Group in the teaching and learning process so that optimal results are obtained. In order to improve student learning achievement, teachers should train students more often with various teaching methods, albeit in a simple way, where students can later discover new knowledge, acquire concepts and skills, so that students succeed or are able to solve the problems they face.

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