

IMPLEMENTATION OF BUZZ GROUP STRATEGY LEARNING TO IMPROVE STUDENTS' UNDERSTANDING OF THE VIRTUES OF GIVING TO THE LESSONS OF THE QUR'AN HADITH IN CLASS VI MI NEGERI 3 ACADEMIC YEARS 2022/2023

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ABSTRACT

This research is based on the following problems: (a) Does Buzz Group learning affect the learning outcomes of the Qur'an Hadith in Class VI Students? (b) How high is the level of mastery of the subject matter of the Qur'an Hadith with the application of the Buzz Group learning method to Class VI Students?

The objectives of this study are: (a) To reveal the influence of Buzz Group learning on the learning outcomes of the Qur'an Hadith in Class VI Students. (b) Want to know how far the understanding and mastery of the subject of the Qur'an Hadith after the application of Buzz Group learning to Class VI Students

This study used three rounds of action research. Each round consists of four stages, namely: design, activity and observation, reflection, and revision. The target of this study was Class VI students. The data obtained are in the form of formative test results and, observation sheets for teaching and learning activities.

From the results of the analysts, it was found that student learning achievement increased from cycle I to cycle III, namely, cycle I (63%), cycle II (76%), cycle III (100%).

The conclusion of this research is that the Buzz Group method can have a positive effect on the learning motivation of Class VI students, and this learning model can be used as an alternative to the Qur'an Hadith.

Keywords: *buzz group, learning, learning motivation*

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INTRODUCTION

The development of the world towards globalization has changed the world to become one container without borders (Budiman, 2017). In such a situation, to be able to survive, every country is required to prepare itself to be able to competent with other countries in the world. The ability of the state to be competent with other countries is only possessed if the state has superior resources (Mardhiyah et al., 2021). Education is the way a country prepares the quality of human resources.

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 (Kurniawan, 2015). 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 (Idris, 2018). 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 learner's own dimension, namely how

to actually learn it (learning to learn). 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. 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 group member to come up with an idea to answer the question or solve the problem being 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 ptimal cooperative face-to-face interaction with the aim of various information or experiences, making decisions or solving problems. 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 the Qur'an Hadith, 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).

METHOD

This research is an *action research*, because the research is carried out to solve learning problems in the classroom. This research also includes descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved.

According to Sukidin et al (2002: 54) there are 4 kinds of action research forms, namely: (1) teacher action research as a researcher, (2) collaborative action research, (3) integrated simultaneous action research, and (4) experimental social action research (Harahap, 2018).

The four forms of action research above, there are similarities and differences. According to Oja and Smulyan as quoted by Kasbolah, (2000) (in Sukidin, et al. 2002:55), the characteristics of each study depend on: (1) its main purpose or its pressure, (2) the level of Questioning and Answering between researchers and researchers from outside, (3) the process used in conducting research, and (4) the relationship between the project and the school (SUMARDIN, 2021).

In this study, it uses the form of the teacher as a researcher, where the teacher plays a very important role in the process of classroom action research. In this form, the main purpose of classroom action research is to improve classroom learning practices. In this activity, the teacher is fully directly involved in the process of planning, action, observation and reflection. The presence of other parties in this study has a non-dominant role and is very small.

This research refers to continuous improvement of learning. Kemmis and Taggart (1988:14) state that the action research model is spiral-shaped. The stages of action research in a cycle include planning or implementing observations and reflections. This cycle continues and will be stopped if it suits your needs and feels that it is enough.

A. Research Instruments

- Syllabus
- Lesson Plan (RP)
- Student Activity Sheet
- Formative Test
 - a. Test Validity
 - b. Reliability
 - c. Level of Hardship
 - d. Differentiating Power

B. Data Collection Methods

The data needed in this study were obtained through the observation of active learning processing, observation of student and teacher activities, and formative tests.

C. Data Collection Techniques

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

A subject or sub-subject is considered classically complete if a student who scores 65 is more than or equal to 85%, while a student is declared complete in studying on a particular subject or sub-subject if he gets a minimum score of 65.

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 the Buzz Group Method was also prepared, and an observation sheet for teacher and student activities.

b. Stage of Activity and Implementation

The implementation of teaching and learning activities for the first cycle was carried out on September 2, 2021 in Class VII with a total of 30 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

No	Observed aspects	Valuation		Average
		P1	P2	
I	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	2	2	2
	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				
5. Providing assistance to groups experiencing difficulties	3	3	3	
C. Cover				
1. Guiding students to make summaries	3	3	3	
2. Provide evaluation	3	3	3	
II	Time Management	2	2	2
III	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	Score	Information	
			T	TT
1.	Ahmad Maulana Al Farizi	90	√	
2.	Aleena Balqis Salsabila	62		√
3.	Amino Alycia Aisyah Irawan	80	√	
4.	Amycha Safrina Siregar	62		√
5.	Aurelia Kartika Princess Susanto	70	√	
6.	Ayatul Husna Setyowati	80	√	
7.	Ayumi Khairani Sinaga	70	√	
8.	Bima Ifananda Ilham	60		√
9.	Deandra Sekarini	70	√	
10.	Fadillah Razzaaqu Firmansyah	60		√
11.	Filia Vivian Purbaningrum	90	√	
12.	Hafiihz Drajat Prawira	80	√	
13.	Izan Bakhtiar	62		√
14.	Kayla Azka Shahira	75	√	
15.	Kinara Adni Shamaratungga	75	√	
16.	Lucky Ocean	80	√	
17.	Miswiya Sayalin	75	√	
18.	Mu'ammarr Rafly Habibi	62		√
19.	Muhammad Ezar Mulya	62		√
20.	Muhammad Ezra Sakti Priiliawan	90	√	
21.	Muhammad Sahal Rojabi	75	√	
22.	Prastika Azmi Khairunnisa	75	√	
23.	Qurratu'ain Rismanto	75	√	
24.	Rafa Alfarozi	75	√	

Implementation of Buzz Group Strategy Learning to Improve Students' Understanding of the Virtues of Giving to the Lessons of the Qur'an Hadith in Class VI MI Negeri 3 Academic Years 2022/2023

25.	Raisya Sasikirana Putri Wijayanto	80	√	
26.	King Fadhil Khairul	65		√
27.	Reihsan Joseph Arifin	62		√
28.	Salma Julia Praba	75	√	
29.	Siti Nuraini Latifah Hakim	68		√
30.	Varisya Tafida	69		√
	Sum	2174	19	11

Information:

Q	: Complete
TT	: Incomplete
Number of Students completed	: 19
Number of Incomplete Students	: 11
Ideal Maximum Score	: 3000
Score Reached	: 2174
Average Score Achieved	: 77
Percentage of Completeness	: 63

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

No	Description	Cycle I Results
1	Average score of formative test	77
2	Number of students who have completed their	19
3	studies Percentage of learning completion	63

From the table above, it can be explained that by applying learning with the Buzz group Method, the average score of student learning achievement is 77 and learning completion reaches 63% or there are 19 students out of 28 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 63% 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 the Buzz group Method.≥

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, 2017 in Class VII with a total of 30 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

No	Observed aspects	Valuation		Average
		P1	P2	
I	KBM observations			
	D. 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
	E. Core activities	3	4	3

Implementation of Buzz Group Strategy Learning to Improve Students' Understanding of the Virtues of Giving to the Lessons of the Qur'an Hadith in Class VI MI Negeri 3 Academic Years 2022/2023

	1. Presenting the steps of the cooperative learning method	4	4	4
		4	4	4
	2. Guiding students to do activities	4	4	4
	2. Practicing cooperative skills			
	3. Keep an eye on each group in turns	3	3	3
	4. Providing assistance to groups experiencing difficulties			
	A. Cover			
	1. Guiding students to make summaries	3	4	3
		4	4	4
	2. Provide evaluation			
II	Time Management	3	3	3
III	Class Enthusiasm			
	1. Enthusiastic students	4	3	3
		4	4	4
	2. Anti-semitic teacher			
	Sum	52	54	51

Description: Value : Criteria

- 1) : Bad
- 2) : Not Good
- 3) : Good Enough
- 4) : Good

From the table above, without the aspects observed in teaching and learning activities (cycle II) carried out by teachers by applying the Buzz group learning method, they get 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 improvement of aspects I of the nature of the application of the Buzz group learning 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	Score	Information	
			T	TT
1.	Ahmad Maulana Al Farizi	92	√	
2.	Aleena Balqis Salsabila	60		√
3.	Amino Alycia Aisyah Irawan	90	√	
4.	Amycha Safrina Siregar	62		√
5.	Aurelia Kartika Princess Susanto	70	√	
6.	Ayatul Husna Setyowati	88	√	
7.	Ayumi Khairani Sinaga	88	√	
8.	Bima Ifananda Ilham	72	√	
9.	Deandra Sekarini	80	√	
10.	Fadillah Razzaaqu Firmansyah	62		√
11.	Filia Vivian Purbaningrum	90	√	
12.	Hafiizh Drajat Prawira	80	√	
13.	Izan Bakhtiar	62		√
14.	Kayla Azka Shahira	78	√	
15.	Kinara Adni Shamaratungga	78	√	
16.	Lucky Ocean	80	√	
17.	Miswiya Sayalin	73	√	
18.	Mu'ammarr Rafly Habibi	75	√	
19.	Muhammad Ezar Mulya	62		√
20.	Muhammad Ezra Sakti Priliawan	90	√	
21.	Muhammad Sahal Rojabi	80	√	
22.	Prastika Azmi Khairunnisa	74	√	
23.	Qurratu'ain Rismanto	73	√	
24.	Rafa Alfarozi	80	√	
25.	Raisya Sasikirana Putri Wijayanto	80	√	
26.	King Fadhil Khairul	75	√	
27.	Reihsan Joseph Arifin	85	√	
28.	Salma Julia Praba	76	√	

29.	Siti Nuraini Latifah Hakim	65		√
30.	Varisya Tafida	68		√
	Sum	2288	23	7

Information:

Q	: Complete
TT	: Incomplete
Number of Students completed	: 23
Number of Incomplete Students	: 7
Ideal Maximum Score	: 3000
Score Reached	: 2288
Average Score Achieved	: 76
Percentage of Completeness	: 76%

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

No	Description	Cycle II Results
1	Average score of formative test	76
2	Number of students who have completed their	23
3	studies	76
	Percentage of learning completion	

From the table above, it is obtained that the average score of student learning achievement is 76 and the completion of learning reaches 76% or there are 23 students out of 30 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 the Buzz group Method.

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 VII with a total of 30 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

No	Observed aspects	Valuation		Average
		P1	P2	
I	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			

Implementation of Buzz Group Strategy Learning to Improve Students' Understanding of the Virtues of Giving to the Lessons of the Qur'an Hadith in Class VI MI Negeri 3 Academic Years 2022/2023

		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
II	Time Management	4	4	4
	Class Enthusiasm			
III	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	Score	Information	
			T	TT
1.	Ahmad Maulana Al Farizi	92	√	

Implementation of Buzz Group Strategy Learning to Improve Students' Understanding of the Virtues of Giving to the Lessons of the Qur'an Hadith in Class VI MI Negeri 3 Academic Years 2022/2023

2.	Aleena Balqis Salsabila	80	√	
3.	Amino Alycia Aisyah Irawan	90	√	
4.	Amycha Safrina Siregar	80	√	
5.	Aurelia Kartika Princess Susanto	80	√	
6.	Ayatul Husna Setyowati	90	√	
7.	Ayumi Khairani Sinaga	88	√	
8.	Bima Ifananda Ilham	90	√	
9.	Deandra Sekarini	80	√	
10.	Fadillah Razzaaqu Firmansyah	75	√	
11.	Filia Vivian Purbaningrum	90	√	
12.	Hafiizh Drajat Prawira	80	√	
13.	Izan Bakhtiar	80	√	
14.	Kayla Azka Shahira	90	√	
15.	Kinara Adni Shamaratungga	80	√	
16.	Lucky Ocean	88	√	
17.	Miswiya Sayalin	80	√	
18.	Mu'ammarr Rafly Habibi	80	√	
19.	Muhammad Ezar Mulya	80	√	
20.	Muhammad Ezra Sakti Priiliawan	90	√	
21.	Muhammad Sahal Rojabi	80	√	
22.	Prastika Azmi Khairunnisa	90	√	
23.	Qurratu'ain Rismanto	90	√	
24.	Rafa Alfarozi	87	√	
25.	Raisya Sasikirana Putri Wijayanto	85	√	
26.	King Fadhil Khairul	80	√	
27.	Reihsan Joseph Arifin	80	√	
28.	Salma Julia Praba	85	√	
29.	Siti Nuraini Latifah Hakim	80	√	
30.	Varisya Tafida	80	√	
	Sum	2520	30	0

Information:

Q	: Complete
TT	: Incomplete
Number of Students completed	: 30
Number of Incomplete Students	: 0
Ideal Maximum Score	: 3000
Score Reached	: 2520
Average Score Achieved	: 84
Percentage of Completeness	: 100%

Table 4.9. Formative Student Results in Cycle III

No	Description	Cycle III Results
1	Average score of formative test	84
2	Number of students who have completed their	30
3	studies	100%
	Percentage of learning completion	

Based on the table above, the average score of the formative test is 84 and out of 30 students have achieved learning completion. 100% (including complete category). The results in cycle III have improved better than cycle II. The improvement of speaking skills in cycle III is influenced by the increase in the ability of teachers to apply learning with the Buzz group Method so that students become more accustomed to this kind of learning so that students are easier to 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 the Buzz group Method. From the data that has been obtained 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 applied to learn with the Buzz group Method well and judging from student activities and students' speaking ability, the implementation of the teaching and learning process has gone well. Then 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 method teaching model can improve the teaching and learning process so that the learning objectives can be achieved.

B. Discussion

1. Completeness of Students' Speaking Ability

The results of this study, it shows that learning with the Buzz group Method has a positive impact in improving student learning achievement. This can be seen from the increasingly stable understanding of students to the material presented by the teacher (learning completion increases from cycles I, II, and III) which are 63%, 76%, 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 was obtained by applying the Buzz group method 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 learning process of the Qur'an Hadith with the most dominant Buzz group method teaching model, namely, 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 the contextual teaching model of the Buzz group 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

Based on the results of the research that has been presented for three cycles, the results of all discussions and analyzes that have been carried out can be concluded as follows:

1. Teaching model Buzz group learning methods can improve the quality of learning the Qur'an Hadith.
2. Learning with the Buzz group learning method has a positive impact in increasing student learning achievement which is characterized by an increase in student learning completeness in each cycle, namely cycle I (63%), cycle II (76%), cycle III (100%).
3. Teaching model Buzz group learning methods can make students feel themselves to have attention and the opportunity to express opinions, ideas, ideas and questions.
4. Students can work independently or in groups, and are able to account for all individual and group tasks.
5. The application of learning with the Buzz group learning method has a positive influence, which can increase student learning creativity.

Suggestion

From the results of the research obtained from the previous description so that the teaching and learning process of the Qur'an Hadith is more effective and provides more optimal results for students, the following suggestions are submitted:

1. To implement the teaching model The Buzz group learning method requires careful preparation, so teachers must be able to determine or choose topics that can really be applied to learning with the Buzz group learning method in the teaching and learning process so that optimal results are obtained.
2. 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.
3. There needs to be further research, because the results of this study were only carried out at MIN 3 Jakarta for the 2022/2023 academic year.
4. For similar research, improvements should be made to obtain better results.

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