

## ABSTRACT

Veny Septiawatie, 2018. Implementation of Buzz Group Strategy in Improving Class V Student Motivation in Civics Subjects at SDN Dasuk Laok III Dasuk District, Sumenep Regency, Elementary School Teacher Education Study Program, College of Teacher Training and Education Sciences Republic of Indonesia Teachers Association (STKIP PGRI ) Sumenep. Advisor: (1) Ali Armadi, M.Pd. (2) Sama ', M.Pd.

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The procedure of this study follows the model developed by Kemmis and Taggart. The collection technique in this study researchers took data in the form of observations of student learning motivation and activeness of student learning groups at the end of cycle I and cycle II. Analysis was carried out descriptively from the observations during the learning. Actions are said to be successful if student learning motivation reaches 75% and there is an increase in the activeness of student learning groups from cycles I and II.

Based on the results of the study it is known that the implementation of the prasiklus buzz group strategy has not met the target, where the class motivation percentage is 48.18% and has not yet reached the target target indicator, which is  $\geq 75\%$ , the first cycle has not met the target, where the class motivation percentage is 68, 95% and has not reached the target indicators that have been set, which is  $\geq 75\%$ , and cycle II meets the target, where the percentage of class motivation is 86.72% and has reached a predetermined target indicator, which is  $\geq 75\%$ . The results of the observation of the activity of the student learning group showed that prasiklus 1 was a group of "sufficient" categories and 4 groups of "less" categories. Cycle I 4 groups of "good" and 1 group category "enough". Cycle II 5 groups of "very good" categories.

The implementation of the buzz group strategy can increase students' learning motivation, where the implementation of actions and observation results are research findings that the comparison of the percentage of observation is the motivation to learn from pre-cycle, cycle I, and cycle II. Pre-cycle has a value of 48.18%. In the first cycle it was 68.95%, while for the second cycle was 86.72%. Increasing the percentage of students' learning motivation from pre cycle to cycle I was 30.12%. While the increase from cycle I to cycle II was 19.79%. While the results of the observations there is an increase in the activity of learning groups of students from pre-cycle to cycle I category "good". Cycle I to cycle II 5 was in the category of "very good".