



## Demonstration Method in Improving Results Learning Sciences For Primary School Students

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### ABSTRACT

This research aims to find out whether the demonstration method can improve social studies learning outcomes for elementary school students, where this type of research is qualitative research using library research methods (literature study). The data sources used in this research are secondary data sources taken from various existing literature such as books, journals and other literature related to the discussion in the thesis. The data was analyzed using qualitative data analysis which consisted of data reduction, presentation and drawing conclusions. Based on the results of discussions in research journals, it has been researched that the use of the demonstration method can improve social studies learning outcomes for elementary school students. The effective and efficient demonstration method applied by social studies teachers can have a positive influence on student learning outcomes. The stages of use in this demonstration method consist of: (1) General Steps, (2) Demonstration Steps, (3) Experimental Steps, and (4) Final Steps (Closing).

### Kata Kunci

*Demonstration Method, Social Sciences Learning Outcomes*

## INTRODUCTION

It is important to provide education from elementary school because at this level teachers can provide education consciously in developing students' abilities. The role of teachers apart from teaching, educating and training students, teachers should be able to provide motivation for student learning, so that teachers must be responsible for the results of children's learning activities through teaching-learning interactions. The teacher is a factor that influences the success or failure of the learning process in the classroom, because the teacher must master the principles of learning, apart from mastering the learning material to be taught, the teacher must be able to create the best possible learning conditions. Apart from that, teaching and learning activities in the classroom occur as a result of interactions that occur between students and teachers, which is basically a process of adding information and abilities or competencies. Apart from that, teachers are also required to be creative and have good learning strategies

and methods to help students motivate themselves and take responsibility for their learning process in the classroom.

Likewise, in the teaching and learning process, students take several subjects that can support students in developing their abilities, where one of the lessons that can support the development of students' abilities is social studies subjects. IPS is a combination of branches of social sciences and humanities including religion, philosophy and education, and even includes aspects of natural science and technology. So According to Supardi (2011) Social studies learning is a two-way interaction between a teacher and students, where communication occurs between the two

Intense and directed (transfer) towards a previously determined social studies learning goal. Apart from that, in the learning process of social studies education at the school level, both at primary and secondary education levels, there needs to be serious renewal, where the renewal of social studies learning is characterized by the existence of several characteristics as stated by Soemantri (2014: 2), namely: 1) learning materials pay more attention to children's needs and interests, 2) learning materials pay more attention to social problems, 3) learning materials pay more attention to skills, 4) learning materials pay more attention to the maintenance and use of the surrounding natural environment. Therefore, teachers should strive to create an active, innovative, creative, effective and enjoyable social studies learning process (PAIKEM), in accordance with the characteristics of social studies learning reform that is oriented towards contextual learning.

However, the reality is that currently there are still many teachers who still apply the lecture method (conventional), especially in social studies learning. There are still weaknesses in the implementation of the social studies education learning process, even though various innovations have been carried out but the results have not been satisfactory. Some of the weaknesses of this (conventional) lecture method include that teachers do not involve students in the learning process, but teachers tend to use lectures that only require students to have the strength of memory and memorize events and names of figures, without developing insight into thinking, and problem solving that allows students to learn more actively.

Based on observations made by researchers at SD Negeri 064983 Medan-Helvetia with social studies teachers, it is known that social studies learning usually uses the lecture (conventional) method. The learning activities implemented by the teacher are good, but the methods used by the teacher are not varied, so the learning process looks boring and less interesting for students, most students are passive in learning, some are sleepy, talking to friends, there are also those daydreaming in class. Only a small number of students are active in the learning process in class. This can be seen from the average learning outcomes of female students which are still very worrying. In a broader sense, the learning process today still dominates teachers and does not provide

access for students to develop independently through discoveries in their thinking processes. Therefore, it is necessary to apply a learning method that can help students understand the teaching material and its application and relevance in everyday life, in this case the author will choose the demonstration learning method. Based on the results of a preliminary study conducted by researchers by analyzing the results of research conducted on elementary school students. It was found that students' abilities in the cognitive aspect of reasoning were still relatively low. This conclusion was obtained from the results of research conducted by Rezky (2017) who stated that Social Sciences lessons which were supposed to be fun and exciting turned out to be far from expectations, where in the results of observations during learning the concept of reading provincial maps in Indonesia several factors were found that caused low learning outcomes, namely : 1. The social studies learning process, especially provincial maps in Indonesia, does not fully provide opportunities for students to be directly involved in practicing the material, 2. The teacher in asking questions is only memorized, without giving students the opportunity to practice it, 3. The teacher does not understand the concept of reading provincial map, this can be seen from the students' inability to complete practice questions related to reading provincial maps. As a result, students' learning motivation becomes difficult to develop, this is indicated by the fact that there are still many students who only play when learning is taking place, which has an impact on the students' learning outcomes.

According to Sumiati (2018 : 101) Demonstration means performance or demonstration. In learning using the demonstration method, a process is performed which is related to the learning material. This can be done both by the teacher and by outsiders invited to the class. The processes demonstrated are taken from actual objects. In practice, for example, a teacher will teach how to introduce good and correct economic behavior. Where before starting the lesson the teacher as a facilitator asked the class leader to form groups consisting of 6 groups, consisting of 5 or 6 people, because the number of students at that time was 31 people. After that, the teacher explains the learning material about economic behavior to the students while paying attention to the text of economic behavior in the reading book. Thus the teacher asked one member of the group consisting of five students to practice it in front of the class, including 3 people who acted as sellers (producers), namely; vegetables, fruit and fish, and two more students will act as buyers (customers), and so on with other groups until the students understand how to behave economically. Based on the background above, the researcher is interested in conducting research by title : "Method Demonstration in Improving Social Studies Learning Outcomes for Elementary School Students.

## RESEARCH METHOD

This research uses library research. The data source in this research is a secondary data source. Secondary data is taken from various existing literature such as books, documents, newspapers, the internet and other literature regarding learning methods.

| No | Title/Author/Year   | Types of research  | Results  |
|----|---|--|--|
| 1. | Efforts to Improve Learning Outcomes of Class IV Students at SDN Kasimbar Through Demonstration Method in Social Studies Learning by Wayan Ni Sumarniasi Year 2014. | Classroom Action Research (PTK) with Kemmis and Mc Taggart which consists of two cycles.         | That learning using the demonstration method can improve student learning outcomes in social studies learning in class IV SDN 3 Kasimbar.  |
| 2. | Improved Learning Outcomes IPS Through Method Demonstration by Class IV Students at SD Inpres, Makassar City IKIP Campus by Rezky Makassar 2017                     | PTK (Action Research Class) where research results are collected in the form of data qualitative | Demonstration learning methods by paying attention to students' learning activities can be implemented well, so the results of the social studies subject on the subject of map reading material for South Sulawesi Province for fourth grade students at SD Inpres, IKIP campus, Makassar City can be improved. |
| No | Title/Author/Year   | Types of research  | Results  |
| 3. | Improving Student Learning Outcomes By  | PTK (Classroom Action Research) through models   | That the implementation of the demonstration can   |

Demonstration in improving social studies learning outcomes for elementary school students. The secondary data used is previous research journals

which is related to this research This research uses the Miles and Huberman model analysis technique. According to Miles and Huberman with data analysis activities this model consists of: data reduction (*data reduction*), data display and conclusion or verification picture (*conclusion drawing/verification*).

## RESULT AND DISCUSSION

### Data Reduction

Data that has been reduced will provide a clearer picture, and make it easier for writers to carry out further data collection.

Data Presentation (Data Display) According to Miles and Huberman, what is most often used to present data in qualitative research is narrative text. Meanwhile, those that have been reduced and classified based on groups are those studied. In this research, the data presentation stage (Display Data) after reducing the data can be seen in the research journal stated by three authors in the title of their research journal as follows:

### Efforts to Improve Learning Outcomes of Class IV Students at SDN Kasimbar Through Methods

|    |   |   |   |
|----|---|---|---|
|    | Application Method Demonstration on IPS Class III Mi Al-Hikmah Batu Bota by Kasmiasi  | Kemmis and Mc.Taggart analyzed using quantitative and qualitative descriptions. | improve the learning outcomes of class III Mi Al-The wisdom of BatuBota, Baolan District Tolitoli Regency.  |
| 4. | Improving the Learning Achievement of Class IV Students at SDN Lopito in Social Sciences Subjects through Economic Activities Use of the Demonstration Method by Wirdayanti, Jamaludin, and Hasdin. | This research is Classroom Action Research (PTK) which consists of two cycles.  | The results of the research show that the use of the demonstration method can improve the learning achievement of class IV students at SDN Lapito in subjects IPS material activity economy |

|    |   |  |  |
|----|---|--|--|
| 5. | Application Method Media Assisted Demonstration Images of Struggle Figures in Maluku by Eddy Sukamto 2016               | The research design used is Classroom Action Research (PTK) which is composed of two cycles with quantitative descriptive data analysis techniques | The demonstration method can provide students with an understanding of struggle figures with the help of pictures which results in increased student learning outcomes before the method is applied. |
| 6. | Use of Demonstration Methods and Audio Visual Media to Improve Results Learners Learn Social Sciences Subjects by 2018. | Classroom Action Research (PTK) which consists of Precycle, Cycle 1 and Cycle 2.   | The use of demonstration methods through image media on audio-visual 65 can improve student learning outcomes.   |

Demonstration on Social Studies Learning in 2014, which stated that the results of observing teacher activities in several aspects were good, but there were several aspects that were still in the sufficient category. These observations show that in cycle I, the score obtained was 29 with a maximum score of 48, while the percentage was 60.41%. The test results obtained in cycle I were with the highest score of 100, the lowest score of 20 and the average value of student learning outcomes obtained was 74.44%. Of the 18 students, only 9 achieved individual completion so that the classical completion percentage reached 50%.

Based on the results of the data analysis, it can be concluded that the implementation of classroom actions using the demonstration method has not been successful so the research needs to be carried out again in cycle II. The evaluation test results obtained in cycle II were with the highest score of 100, the lowest score of 60 and the average score obtained was 87.77%. Of the 18 students who took the test, 16 students completed the study with a completion percentage of 88.88%. This is shown by the increase in student learning outcomes from 30% completeness in the initial test to 50% in cycle I and 88.88% in cycle II. Likewise, the classical absorption capacity increased from 48.89% in the initial test to 74.44% in cycle I and 87.77% in cycle II. Then, based on the results of data analysis of student and teacher activity during the teaching and learning process, in cycle I the average percentage of student activity was 61.36% and teacher activity was 60.41%, then in cycle II there was an increase in student activity reaching 86.36% and teachers reached 85.41%. Thus, this journal states that learning

using the demonstration method can improve student learning outcomes in social studies learning in class IV SDN 3 Kasimbar.

### **Improving Social Studies Learning Outcomes**

Through the Demonstration Method for Class IV Students at SD Inpres, IKIP Campus, Makassar City by Rezky Makassar in 2017, where in this research journal, in cycle II, the average value of student learning outcomes in cycle II was 85.39 percent and the average value was in the very high category.

This indicates an increase in the class average from cycle I of 62.10 percent to 85.39 percent in cycle II. Furthermore, the student learning outcomes were classified into 5 categories, where the student learning outcomes showed that there were no students in the very low category. This shows that student learning outcomes using the Demonstration learning method have achieved the predetermined indicators of success, so that the implementation of cycle II can be said to have been successful. Thus, this journal suggests that using the demonstration learning method can improve student learning outcomes in social studies subjects, the subject matter of map reading. South Sulawesi Province, which in cycle I was in the sufficient category and in cycle II was in the very high category, class IV students at SD Inpres, IKIP City Campus Makassar.

Improving Student Learning Outcomes by Applying the Demonstration Method in Class III Social Sciences Subjects Mi Al-Hikmah Batu Bota by Kasmianti, where in this research journal the evaluation analysis of cycle I and II learning outcomes shows that there is an increase in student learning outcomes in each cycle implementation. Where in cycle I analysis of the initial test the percentage of classical completeness was 60% with an average student score of 70 and there was an increase in cycle II with a maximum percentage of completeness of 80. The increase in the number of classical completeness average student scores achieved in cycle II can be seen from the activities and learning outcomes students increase. So this research journal suggests that the demonstration method can improve the learning outcomes of class III Mi Al-Hikmah Batubota students. This can be seen in cycle I where classical completeness was obtained at 67.5% with an average value of 5.9. Meanwhile, in cycle II, classical learning completeness was 70% with an average score of 7.2.

### **Increase Performance Class IV Students of SDN Lopito**

Learn about Social Sciences Subjects, Economic Activities Material Through the Use of Demonstration Methods by Wirdayanti, Jamaludin, Hasdin, where in this research journal it is stated that the results of the research show that there has been an increase in learning achievement, from cycle I to cycle II, where this increase proven by the results of the analysis of student learning achievement tests obtained during cycle I, namely 14 students out of 24 students completed it or a classical completion percentage of 58.3% and a classical absorption capacity of 71.1%, as well as student activity in the sufficient category. In the second cycle, 24 of the 24 students completed it or 100%

classical completion and 77.5% classical absorption, and student activities were in the very good category. Thus, based on the research results, it shows that the use of the demonstration method can improve the learning achievement of class IV students at SDN Lapito in social studies subjects on economic activities.

#### **Application Method Demonstration Helpful Media Images about Struggle**

Figures in Maluku by Eddy Sukanto in 2016, where the results of the research showed that there had been an increase in the first cycle to 74.07% with the class average reaching a score of 75.5, where most students obtained a test score of 75 using the method. The previous demonstration was only 51.85% of the number of students completing. Then, after improvements were made in cycle II, there was an increase again to 92.23% with a class average of 82.0. There is no cycle III because learning outcomes have exceeded the indicator limit of 85%. From the results of the research that has been carried out, it can be concluded that the application of the demonstration method using image media can increase the learning activities of fourth grade elementary school students Negeri 02 Blacanan in social studies learning about Getting to Know Struggle Figures in Maluku during the Dutch colonial period. By increasing student activity, the application of demonstration methods assisted by image media can also improve learning outcomes, because image media can attract students' attention in participating in learning.

#### **Usage Method Demonstrations and Audio Visual Media in Improving Results**

Learn IPS Subjects Students by the Year 2018 where in this research journal in the pre-cycle by using the lecture learning method and using blackboard media, a total value of 2685 was obtained, the class average was only 65.5, the highest value was 80 and the lowest value was 40 with students who have completed their studies 22 people out of 41 students or 53.65% who have not yet reached KKM as much as 46.34% or 19 people out of 41 students. The results of the observation of students who were able to answer the new teacher's questions reached 46.34% and 53.65% were still unable to answer. So that it is necessary to make improvements again, then in the first cycle it shows the student's learning results of 69.3% and increased to 87.3% in the second cycle. In this cycle, the completion of learning has been achieved because the average value of the students has reached above the KKM value. Thus, from the results of this research, it is known that the use of demonstration methods through image media on audio visual can improve the learning outcomes of students.

#### **Learning outcomes**

From the 6 secondary data it can be concluded that the demonstration method can improve student learning outcomes in social studies subjects and student learning activities in learning using the demonstration method are better than student learning activities in learning using the lecture (conventional) method. So that the demonstration learning method is considered effective in improving learning outcomes, especially in



social studies subjects for elementary school students, and student learning outcomes using both learning methods in social studies subjects are equally influential.

## CONCLUSIONS

Based on data analysis it can be concluded that demonstration methods can improve elementary school students' learning outcomes, especially in social science learning and demonstration methods. This can also activate students in learning so that students don't just shut up and listen. As for usage steps method demonstration that can increase student learning outcomes School especially basic learning Social science as well as can activate students in learning as follows:

1) General steps:

Formulate clear objectives, prepare all the equipment needed, check/check whether it is functioning or not, determine implementation steps, and calculate/determine allocations.

2) Steps Ending (Closing)

When demonstration Once done, the learning process needs to end with giving conclusions, exercise or provide certain tasks related to demonstrations and processes achieving learning objectives

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