

The Effect of The Demonstration Method on The Learning Outcomes of Class V Students of SDN 071056 Tetehosi on PKN Subject

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ABSTRACT

Objective: This improvement in class IV of SDN 071056 Tetehosi aims to explain how the demonstration method contributes to improving learning outcomes in PKN subject with the topic of the application of Pancasila values in elementary school students in the 2024/2025 academic year. **Method :** In the learning activity scheme, the first activity lasts for ten minutes. It starts with greeting students, creating a comfortable classroom environment, and making learning tools and teaching aids. The core activity lasts for fifty minutes by delivering learning materials, and the last exercise lasts for ten minutes. The purpose of this exercise is to (a) reinforce the tasks that students completed while working on the LKS. b) Follow the learning objectives that have been set. c) In addition, students are given school assignments. **Results :** In the study, class IV students at SD Negeri 071056 Tetehosi showed less active in participating in the lesson and did not understand the concept of the lesson. The contributing factor is the use of inappropriate learning methods. Therefore, the learning methods that have been used are improved. Thus, the author can conclude that the application of learning methods determines student activeness in learning. **Novelty :** The study specifically addresses the integration of the demonstration method with the topic of Pancasila values in elementary school students during the 2024/2025 academic year –highlighting a current and practical effort to align civic education with engaging pedagogical strategies in real classroom settings.

INTRODUCTION

Education is essentially a way to help everyone develop their potential so that they are able to face the various dynamics and challenges of life. Every individual, with all their distinctive features, plays an important role in the education process. Education makes people more mature, allowing them to take responsibility for their own decisions. Education also serves as a way for society to shape individual characters for the better, as education has a great influence on everyone's lives through teaching and learning activities. Education is considered an important component in determining the success of a child [1]. In basic education institutions, the learning process is intended to encourage students to actively participate in learning. It also allows students to develop in creativity, initiative, and independence according to their talents, interests, and physical and psychological development.

Human life is closely related to education. It is an effort made by adults who realize that they have a humanitarian responsibility to guide, train, teach, and instill a view of life and values in the younger generation. The goal is for the younger generation to become self-aware individuals who are responsible for their own responsibilities, in accordance with the nature of nature and human beings [2].

Based on the author's experience during the initial learning in class V of SD Negeri 071056 Tetehosi, Idanogawo District, in the even semester of the 2024/2025 school year, the author found several problems in learning. These problems include: (1) Students do not understand the meaning and application of Pancasila values in daily life; (2) Ineffective learning methods, such as the use of uninteresting and uninteresting lectures. Dawiyah and Suneki agree that the application of Pancasila values in primary schools is very important to shape students' characters and build a moral next generation. They emphasize the importance of internalizing Pancasila values through various activities at school. This includes out-of-class activities and in-class lessons.

Student learning outcomes in Civic Education (Civics Education) subjects have been shown to improve by using the demonstration method, especially in terms of the application of Pancasila values at the elementary school level. This is due to the fact that this approach provides a more interactive and concrete learning experience. Students can more easily understand and internalize the values of Pancasila if given practical examples of how the values are applied in everyday life. Students can be more interested in learning with interesting and relevant demonstrations, especially when the values of Pancasila are linked to contexts with which they are familiar. By actively participating in demonstrations and passively listening to explanations, students' understanding and recall of the material improves.

According to Yuhandini et al, the demonstration method is a learning method that involves demonstrating objects, events, rules, or sequences of activities either directly or through learning media that are relevant to the material being taught. In addition, this method also aims to provide examples to students so that they can imitate and re-practice the material taught by using a work system that facilitates learning. A method is a way used to achieve a predetermined goal.

Countries can see the success of the ideas created by their youth. These ideas definitely do not come naturally, but they emerge through the right process and platform. A person's language reflects his or her mindset, according to Tarigan and Dawson et al., and language skills are acquired through practice or exercise, which also exercises thinking. It consists of three main components: academic learning outcomes, acceptance of individual differences, and development of social skills. Therefore, it is important to evaluate and review the level of achievement of the indicators of the objectives of the National Education System, especially in class V of SDN 071056 Tetehosi in the Civics subject. Based on this realization, as a teacher (Social Innovator), the author feels compelled to improve and apply better perceptions to grade V students at SDN 071056 Tetehosi in Civics, who have been experiencing difficulties in mastering the material.

Successful learning should basically encourage students to actively participate in the learning process. At SD Negeri 071056 Tetehosi, the learning outcomes of grade V students in Civics subjects have been improved by using the demonstration method. [3] defines demonstration method as a learning method that demonstrates and shows a process, situation, or object, either real or imitation. Meanwhile, Miftahul Huda defines demonstration as a learning approach in which the teacher shows real objects, imitations,

or processes of the material being taught to all students. To achieve optimal results, teachers have the responsibility to create interesting and useful lesson plans.

This clearly has an impact on the success of achieving learning objectives. The subject matter also determines the learning methods that are interesting and not monotonous. One of the most common approaches used by teachers is the lecture approach. However, this method often causes students to be bored, unfocused, and have difficulty understanding the material [4]. Students feel bored with Civics lessons in class V of SD Negeri 071056 Tetehosi. The results of the initial reflection of the previous lesson showed that students did not understand the concept of applying the values of Pancasila. As a result, the researcher tried to analyze through a study entitled The Effect of Demonstration Method to Improve Learning Outcomes of Grade V Students of SDN 071056 Tetehosi in Civics Subjects.

Based on the background of the problems described, the author analyzes and formulates the problems that occur in class V SDN 071056 Tetehosi in Civics subjects. The formulation of these problems are: 1). Can the Demonstration method improve student learning outcomes in Civics class V at SDN 071056 Tetehosi? And 2). How to use the demonstration method to improve student learning outcomes in Civics class V at SDN 071056 Tetehosi?

RESEARCH METHOD

The research method used is the skinative method, which is research that uses an analysis system without using a statistical system or ways that are close to quantitative [5]. Analyzing data inductively, making partial data into themes, and then providing clarification on the meaning of the data Heriyanto. The subjects of this study were fourth grade students consisting of 24 students at SD Negeri 071056 Tetehosi on April 28, 2025 (cycle I) and May 5, 2025 (Cycle II). Learning improvement was designed in two cycles.

Cycle I with 1). Planning by discussing the problems that have been observed in the classroom with the supervisor, determining the formulation of the problem to be studied, possible improvements in the learning process with colleagues and the principal to inform the plan in improving learning, making observation sheets and making learning outcomes data collection tools. 2) Implementation of action: by agreeing on the mechanism for implementing learning with observation in accordance with the lesson plan for Civics lessons, giving exercises and providing feedback and asking observers to fill in the observation sheets that have been prepared and record things needed for learning improvement, 3) Observation: the implementation of learning by filling in the observation sheet about the results achieved in cycle I. 4) Reflection: the results of observations of cycle I, discuss things that must be improved in cycle II and plan corrective actions in cycle II.

Cycle II by making 1) Planning: in cycle II determine efforts to improve cycle I by: compiling a list of questions, organizing a strategy for giving questions, preparing questions and answers that will be asked at the next meeting, compiling a plan for implementing learning improvements and dividing tasks with colleagues. 2)

Implementation of Action: compile cycle II lesson plans, carry out learning mechanisms in accordance with the lesson plans in cycle II, implement demonstrations to involve students more actively in learning, provide exercises and provide feedback. 3) Observation: observing the learning process of cycle II and recording the level of student success to measure the achievement of learning objectives. 4) Reflection: Researchers and observers evaluate the learning process and results, researchers and observers determine positive things to be maintained, express impressions and messages about the learning process and motivate students to be more active and enthusiastic in participating in the next learning process.

The research design used classroom action research (PTK) using the cycle model discovered by Kemmis Tanggart. Where in each. Cycle, planning, action, and reflection. This analysis is used to overcome the success or failure carried out in this study. The percent of success achieved is seen from the discussion of students who absorb the lesson (stated by Arikunto) with the formula, where the formula is: $P = \frac{A}{N} \times 100\%$ where P : Achievement number, F: The number of students who experienced changes, and N: the total number of students.

RESULTS AND DISCUSSION

The results of Cycle I research were achieved through the preparation of plans carried out jointly by the authors with the help or guidance of supervisors. This planning is based on the results of problem analysis and initial reflection on problems and possible alternative solutions. This planning includes the preparation of the main steps of learning improvement, the teaching aids used, and the success criteria for implementing learning improvement. Students receive sola exercises designed by the teacher for further training and application of the material learned.

As in cycle I, the planning for cycle II was made jointly by the author and assisted or guided by the supervisor. Based on the results of the evaluation and reflection on the process and results of cycle I, the planning also included the preparation of: the main steps of learning improvement, the discovery learning model, the teaching aids used, and the success criteria for the implementation of learning improvement. The teacher used the direct demonstration method about the diversity of ethnic cultures in daily life to explain the material (15 minutes). Then, she asks some students to demonstrate the material that the teacher has just learned (10 minutes). Then, she holds a question and answer session with the students about the material being discussed with the following questions: (10 minutes). Finally, the teacher gives students the opportunity to ask questions if there are things they have not understood. Students receive practice questions for 10-minute discussion with their peers after further training and application of the material learned.

In addition to objectives, teaching materials, and evaluation, methods are a very important component of the curriculum. Therefore, the better or more appropriate the method used in learning or learning activities, the more effective it will be to achieve goals. According to Ridwan Abdullah Sani, the demonstration method is when the

teacher shows and explains how the task is done. Then, learners are asked to explain ideas or perform activities related to the demonstration.

According to Pupuh Fathur Rochman, the purpose of using the demonstration method is to clarify the understanding of concepts and show how to do something or the process occurs. This goal includes the following: 1. Teaching students' physical and motor skills to perform actions, processes, or procedures; 2. Improving students' ability to combine auditory and visual observations; and 3. Concretizing the information provided to students. Based on the above opinions, it can be explained that the purpose of learning through the demonstration method is to make the subject matter easier for students to understand and comprehend, so that they can apply this knowledge in their daily lives.

To determine how much students' learning outcomes in Civics class V SDN 071056 Tetehosi increased by using the demonstration method. The expected benefits of improved learning are as follows: a) Students will see an increase in interest in learning, self-confidence, independence, and motivation to learn, as well as learning competitiveness among students; b) Teachers will feel better as professionals who have 4 (four) student values. It is important for schools to be rich in learning techniques and methods as well as reliable teaching staff. Competence includes understanding, comprehension, and application of moral values and professional code of ethics, Tola and Fahmi.

The results of the study assisted students in improving their learning outcomes on Indonesian language subjects and improving their understanding of the concept of adventure stories. "Learning outcomes are the most important component in the teaching and learning process," said R. Ibrahim in Intan Pulungan. Classroom action research can improve academic understanding, train analytical skills, increase credibility, and expand knowledge. It will also motivate teachers to do it as a way to improve learning and increase the overall quality of the school. "Classroom action research is an action that is raised to improve learning practices to improve the quality of learning and its focus on action research activities carried out in the classroom", said I Ketut Ngurah Ardiawan.

This study aims to determine how much influence the demonstration method has on the learning outcomes of grade V students of SDN 071056 Tetehosi in the subject of Civic Education (PKN). Based on the analysis of ten national articles, the demonstration method shows students the process or concept directly.

According to [6] demonstrations can improve student understanding because students not only hear theoretical explanations but also see practical examples of these ideas. This is in line with the results of [7], which states that the demonstration method can increase students' interest and desire to learn, especially in subjects that require contextual understanding such as Civics. Because they have the opportunity to see and practice what is being taught directly, students become more active in the learning process.

According to [8], demonstrations are effective in helping students understand abstract material such as Pancasila values and social norms which are the main focus in Civics Education. This is because demonstrations allow students to see how the values

are applied in daily life, which helps them understand better. In addition, [9] says that demonstrations can also help students think critically better as it allows them to see and evaluate what the teacher is doing.

The results of [10] research show that the demonstration method can significantly improve student learning outcomes, especially in terms of cognitive. Students taught through the demonstration approach tend to have higher grades than students taught through the conventional approach. This is supported by the findings of [11], which states that the demonstration method can help students retain their memories, making lessons easier to remember and understand in the long term.

In addition, [12] found that demonstrations can help students be more involved in the learning process. Students become more active in asking questions and speaking, making learning more interactive. This is in line with [13] which states that demonstrations can make the learning environment more fun and not monotonous, making students more motivated to learn.

However, [14] reminds us that the effectiveness of the demonstration method is highly dependent on teacher preparation. Teachers must be able to create demonstrations that are appropriate to the material and the students' level of understanding. Poorly designed demonstrations can cause confusion and reduce the effectiveness of learning. Therefore, [15] proposes that teachers prepare well before applying the demonstration technique. This includes ensuring that the equipment and materials used are appropriate for the learning needs.

Therefore, this study shows that the demonstration method has a positive impact on the learning outcomes of grade V students of SDN 071056 Tetehosi in the subject of Civics. This method not only improves students' understanding of abstract material, but also increases students' interest, drive and engagement in the learning process. Nonetheless, the success of this method relies heavily on the teacher's ability to create and execute demonstrations correctly.

CONCLUSION

Fundamental Finding : The results of learning activities carried out over three cycles, based on all discussions and discussions, it can be concluded that the learning outcomes in cycle I were 46.66%, and in cycle II were 93.3%. This shows that learning outcomes have improved. Positive influence on student development by providing motivation and various methods to increase student interest in learning. **Implication :** Based on experience with classroom action research, teacher working group activities should be better. This should allow teachers to get together to discuss learning problems encountered daily in the classroom. **Limitation :** The reflection is mainly drawn from one classroom action research experience, indicating that the findings might be context-specific and not generalizable to all learning environments or educational contexts. **Future Research :** Furthermore, group discussions should be planned between the principal and teachers in the primary school concerned to share experiences and give and take. The aim is to improve the quality of student learning in the school.

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