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IMPROVED LEARNING OUTCOMES OF MY FAMILY THEME WITH DEMONSTRATION LEARNING METHOD AT ELEMENTARY SCHOOL

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Abstract:

This research is motivated by learning activities that occur in individuals who are complex behavior, because it is not only related to interactions between teachers and students, but also related to other learning components that support each other. To achieve the learning objectives, then the right method is needed in delivering learning material. The method applied by the teacher must be able to stimulate students to be active in learning activities. The problem examined in this study is how to improve learning achievement on the theme "My Family" with the Demonstarsi method in class II students of SDN 2 Ngandong ,gantiwarno, Klaten The discussion of the description of this research is how the teacher increases the students' ability to carry out demonstrations. The research method used was action research by determining the steps: planning, implementing, collecting data, and reflecting on each step using two cycles. The results of the study from the first cycle only 81.57% or 16 students who scored above the KKM while 18.43% or 5 students got grades below the KKM. Because it has not yet reached the KKM, the researchers proceed to cycle II. In cycle 2 there was a significant increase in which 89.47% of students had mastered the competencies that had been set. Out of the 21 students, 19 students have met the specified KKM. From the results of the implementation of the first cycle and second cycle, it can be concluded that using the demonstration method can improve the learning achievement of the theme "My Family" grade II students at SDN 2 Ngandong ,Gantiwarno, Klaten.

Keywords: learning outcomes, demonstration, action research

INTRODUCTION

Demonstration method is a method of teaching by demonstrating goods, events, rules and sequences of conducting activities, both directly and through the use of teaching media that are relevant to the subject matter or material being presented.

As a method of presentation, the demonstration is inseparable from the verbal explanation by the teacher. Although in the process of demonstration the role of students is only to pay attention, but the demonstration can present more concrete learning material. Student learning achievement is the result achieved by students after participating in and working on assignments and learning activities.

Based on observations obtained through interviews with grade II teachers at Ngandong 2 Primary School ,Gantiwarno, Klaten Some teachers in elementary schools still use the old pattern of learning, namely the one-way learning process that is dominated by teachers through the lecture method and still does not involve students to active in teaching and learning.

The problems that the researchers encountered above are in line with the research problems raised by Hamnidar (2019), stating; (1) teachers do not vary in teaching, so students are passive, (2) teachers only focus on concepts so students are less able to associate learning experiences with real life, (3) one-way communication, (5) If an evaluation of the results is not maximized.

To overcome these problems researchers provide solutions to solving learning problems that exist in Ngandong 2 Elementary School by applying the demonstration method.

THEORETICAL STUDY

A. Learning outcomes

According to Aqib (2010) learning outcomes in the form of changes in behavior, both concerning cognitive, psychomotor, and affective. Because according to Driscoll in Smaldino (2011) learning is defined as a continuous change in abilities originating from the learner's experience and learner's interaction with the world.

According to Arief S. Sadiman (2012) one of the signs that someone has learned is that there is a change in behavior in him. Changes in behavior are related to both changes in the nature of knowledge (cognitive) and skills (psychomotor) as well as those concerning values and attitudes (affective). Based on the opinions above, it can be concluded that the learning outcomes are behavior changes or an increase in understanding of knowledge and experience as a result of the learning process. The impact of the learning process can be measured both through behavioral tests, cognitive abilities tests, and psychomotor tests.

B. Demonstration Learning Methods

a. Learning Methods

The learning process at school requires good learning methods to support the achievement of learning goals between educators and students. According to Nana Sudjana (2010: 76), "the learning method is the method used by the teacher in establishing relationships with students during teaching". Based on the definition of the learning method that has been stated above, it can be concluded that the learning method is a method or strategy undertaken by a teacher so that the learning process occurs in students to achieve goals.

b. Demonstration Method

According to Nana Sudjana (2010: 121), "the demonstration method is a method of teaching to pay attention to how the process of something happens". With the demonstration method students have the opportunity to develop the ability to observe all objects that are involved in the process and can draw the conclusions that are expected. Based on the aforementioned definitions, it can be concluded that the demonstration method is a learning method where an educator or student demonstrates something directly which is then followed by other educators so that the knowledge or skills demonstrated can be more meaningful in the memories of each participant educated a. Strengths and Weaknesses of the Demonstration Method As a method of learning demonstrations have advantages and disadvantages.

Strengths of the Demonstration Method 1. The learning process will be more interesting, because students not only listen, but also see the events that occur. 2. By observing directly students will have the opportunity to compare theory and reality. Thus the students will be more confident in the truth of the learning material. Sanjaya (2010:88) states that the demonstration method has the following advantages: a) The attention of students can be focused on things that are considered important by educators so that important things can be observed carefully. b) Can guide students towards the same thinking in the same channel of thought. c) Economical in school hours and economical in a long time can be shown through demonstrations with short time.

Weaknesses of the Demonstration Method (1) The degree of verbalism is lacking, students cannot see or observe the whole object or event demonstrated. (2) For demonstrations special tools are used. (3) In conducting observations, concentration of attention is needed. (4) Purpose and Function of Demonstration Methods According to Syaiful Sagala (2010: 215), the aim of teaching using the demonstration method is "to show the process of occurrence of an event in accordance with teaching material so that students easily understand it".

Based on the definitions that have been stated above, it can be concluded that the purpose of using the demonstration method is to clarify the concept and show directly the events that are in accordance with the material being taught. e. Steps in Implementing Demonstration Methods Implementing a good and effective demonstration method, there are several steps that must be understood and used by the teacher then followed by students and ended with evaluation. Ali Muhammad (2010: 85), argues that the steps for implementing the demonstration method are as follows: 1) Formulate the skills or skills to be achieved after the demonstration 2) Consider the use of appropriate and effective methods to achieve the objectives formulated 3) Look at tools that are easy to get, and try them before demonstrating

D. Framework of Thinking

a process of changing behavior through practice or experience. Changes in behavior are associated with increased knowledge, skills, interests and character. Learning achievement can be measured using tests and can be realized by grades or numbers. Basically every student is willing and able to learn depending on the motivation possessed by students to learn something. This is influenced by several factors, among others: educators who still use learning methods are less appropriate when the learning process takes place. This resulted in learning only going in one direction, namely the provision of information from educators and consequently student learning achievement was less than optimal as expected. Based on these problems, it is necessary to make improvements to the learning strategies related to the

learning methods used by educators. As an alternative learning that can be done is the application of demonstration methods. It is expected that by applying this method, it can improve learning achievement in the learning process.

RESEARCH METHODS

A. Research Type

This type of research that will be conducted in this study is Classroom Action Research (CAR) is a translation of Classroom Action Research (CAR), which is an Action Research that is used to find solutions to the learning problems faced by a teacher in his classwork. According to Muliawan PTK is one form of research conducted in class. Based on the two opinions above, qualitative research is research in which researchers do not use numbers in collecting data but based on observations in the field. This type of research is Classroom Action Research.

B. Research Subjects

Subjects in this study were students in grade II of SDN 2 Ngandong, Gantiwarno, Klaten with 21 students, with a total of 8 women and 13 men.

C. Research Procedure

This research is a class action research, while the stages carried out in this class action use the model used by Kurt Lewin as stated by Arikunto.

The stage for the researcher in this study is the preliminary stage (pre-cycle) and the implementation stage of the action (the planning stage, the implementation phase, the observation phase and the reflection phase).

1. Preliminary Phase (Pre-cycle)

Pre-Cycle is done as a first step to find out and find information about problems in learning My Family. Activities carried out in the pre-cycle are:

- a. Dialogue with the head of SDN 2 Ngandong ,gantiwarno, Klaten about research to be conducted
- b. Conduct dialogue with social studies subject teachers in grade II, SDN 2 Ngandong, gantiwarno, Klaten on the application of the Demonstration method.
- c. Determine the data source.
- d. Determine research subjects.
- e. Make initial test questions.

2. Action Implementation Stage

Based on the findings at the pre-cycle stage, a corrective action plan for the problems encountered in the learning process was developed. At this stage, researchers and collaborators determine and develop learning improvement plans using strategies. The stages carried out in the implementation of this research are:

a. Action Planning

At this stage what needs to be done is to compile the design of the cycle of the cycle. Each cycle is planned carefully, in terms of activities, time, energy, materials, and funds. The things planned are related to making learning plans, determining learning objectives, preparing material to be presented, preparing a Demonstration method to expedite the learning

process in class II, making observation sheets to see how the conditions of teaching and learning in class when the Demonstration method is applied, and prepare instruments to record and analyze data regarding the process and results of actions.

b. Action Implementation

The implementation phase is intended to carry out learning with material about my family in accordance with the learning design. The action plan in this learning process is as follows: 1) Carry out learning in accordance with the learning plan. 2) Hold an initial test. 3) At the end of the lesson an evaluation is carried out by giving practice questions according to the material being taught

c. Observation Stage

This observation was carried out by the researcher himself. When making observations, researchers observe what happens in the classroom, student behavior in the classroom and observe the learning process and record things or events that occur in the classroom.

d. Reflection

This stage is the stage where researchers conduct self-introspection of research activities that have been carried out. Thus reflection can be determined after the implementation of the actions and observations. Based on this reflection a study of further actions is determined.

Activities in this stage are; 1) Analyze the results of student work, 2) Analyze interviews, 3) Analyzing student observation.

From the results of the analysis, the researcher will conduct self-reflection which will be used as a material consideration whether the criteria have been reached or not. If it has been achieved, the research can be stopped. If it has not been successful then the cycle will be repeated by improving the learning performance in the next action until it is successful in accordance with predetermined criteria.

D. Data Collection Technique

Data collection techniques are ways that researchers use to obtain data that answers the research problem formulation. To obtain the research data, research instruments were arranged based on:

1. Observation

The instrument used during the observation was an observation sheet containing the observation grid so that the recording of observations was more systematic. In this study observations will be made of the implementation of learning with Demonstration techniques. Learning implementation observation grid is based on the principles of learning using Demonstration techniques including learning planning, learning implementation and prominent things that arise during the learning process. In this observation sheet, two alternative answers are provided, namely "yes" if the activity is carried out "no" if the activity is not carried out. In addition, observers are provided a place to make observational records to record unexpected events.

2. Test

The tests used are Pre Test, Post Test and Formative Test. The test is used to assess the absorption of the material during learning by students. Test material refers to the material being studied by students. The test is carried out in the form of pre-test and post-test. Pre-test is carried out at the beginning of the learning activity runs within 10 minutes in the form of apperception and question and answer and post-test is carried out in the final learning activity in the form of giving questions related to the material that has been submitted. Test scores are

adjusted to the weight of the questions, with a maximum score of 100 tests and a minimum score of 0.

3. Interview

Interviews were conducted to obtain data regarding the application of the demonstration method. Data retrieval through interviews has the advantage of having direct contact with the subjects being interviewed so that it can reveal the questions asked more freely and in depth. The results obtained from interviews in the form of data such as obstacles during the learning process took place, and the atmosphere of the implementation of the demonstration method. Subjects to be interviewed are the teacher as an observer and students as the subject of research based on the guidelines

4. Documentation

Various kinds of documents can help in the collection of research data. Documents that can be used in this study are a list of student grades, photos of learning implementation, and data on school conditions

E. Data Analysis Techniques

Data analysis is an activity carried out after data from all respondents or other sources have been collected. In this study there are two forms of data analysis namely primary and secondary

RESULTS AND DISCUSSION

The study was conducted in 2 cycles, the deficiencies in cycle I will be corrected in the next cycle. This research was conducted in collaboration with teachers on archival subjects with basic competencies in handling incoming and outgoing letter.

a. Cycle I

was held on Friday, 9 November 2019 where one meeting was 2 hours of study. The teacher who teaches in this cycle is the class teacher During the course of action, the researcher observes the learning process. The results of the study are described as follows: 1) Planning Cycle I At this stage preparations and planning are carried out using the demonstration method. The following planning steps are applied in cycle I: a) Prepare a Learning Implementation Plan (RPP) containing the activities carried out when implementing the demonstration method. Learning Implementation Plan (RPP) made regarding the handling of outgoing letters both with the agenda book and control card system. b) Prepare the media and learning resources, the media used is powerpoint. c) Arrange the scenarios performed in learning cycle I d) Coordinate with the teacher 2) Implementation of Action and Observation

Cycle I The learning cycle I was held on Friday, November 9, 2019 with material from my family. The activities in this meeting are as follows: a) Preliminary Activities (1) The teacher opens the lesson by saying hello and then praying and asking the students' condition and presence (2) The teacher conveys the learning objectives b) Core Activities (1) The teacher explains the material to my family in a textbook and is carried out in a demonstration (2) The teacher shows the family material with a chart or picture. (3) The teacher invites students to ask questions, if there are explanations and demonstrations that are not yet understood. c)

Closing Activities (1) Students work on the test (2) The teacher provides advice so that the material that has been explained is studied again at home (3) The teacher ends the learning by saying a prayer and closing greeting

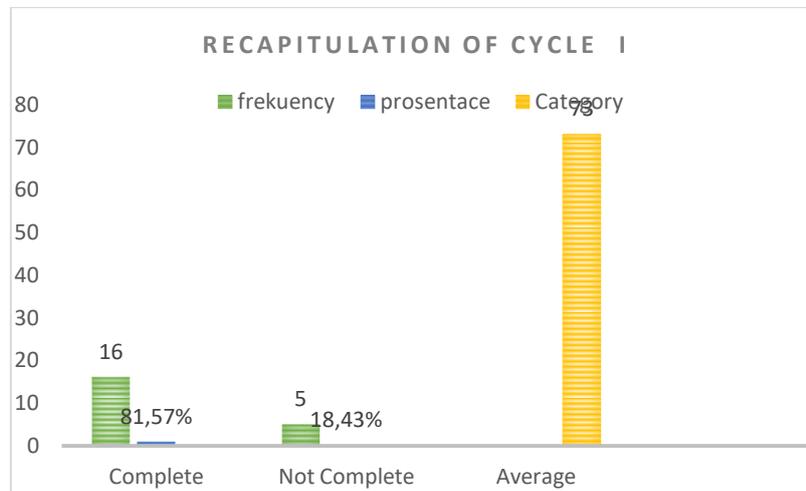


Figure 1. Recapitulation Cycle I

Based on the results of the test in the first cycle of 21 students obtained data as in the table above, the lowest value is 65 and the highest value is 85. In cycle I students complete as many people (81,57%), while students who have not completed as many people (18,43%) with a class average of 73.80%.

Reflection Cycle I

Based on the results of tests, interviews and field notes on the implementation of my family's learning in the first cycle, it can be concluded that the implementation of learning using the demonstration method is good. Based on the results of the test used as a control regarding improving student learning achievement. The results of the test in the first cycle showed that 81.57% of students completed, while students who had not completed as many as 18.43%.

b. Cycle II

Cycle II is an improvement from cycle I, carried out on Tuesday, November 13, 2019. Teachers who teach in cycle II are classroom teachers. During the course of the action, the researcher observed the learning process. The results of the study are described as follows:

1) Planning Cycle II

At this stage preparations and planning are carried out using the demonstration method. The following planning steps are applied in cycle II:

- a) Prepare a Learning Implementation Plan (RPP) containing the activities to be carried out when implementing the demonstration method. Implementation Plan Learning (RPP) made about my family both with a package book and with a chart or picture.
- b) Prepare media and learning resources. The media used in the second cycle are powerpoints and other supporting objects such as family tree and sample family drawings. While the learning resources used are textbooks and the internet.
- c) Arrange scenarios that will be carried out using the demonstration method
- d) Coordinate with subject teachers

2) Implementation of Action and Observation Cycle II

The second cycle of learning was carried out on Tuesday, November 13, 2019 with my family material both on a chart and family picture system. The activities in this meeting are as follows:

a) Preliminary Activities

- (1) The teacher opens the lesson by saying hello and then praying and asking the students' condition and presence
- (2) The teacher gives a preception to students
- (3) The teacher conveys the learning objectives

b) Core Activities

- (1) The teacher explains my family's material both with a pedigree chart and the family picture system using powerpoint media
- (2) Then the teacher displays the picture of the family in accordance with the correct procedure using supporting objects
- (3) The teacher invites students to ask questions, if there are explanations and demonstrations that are not yet understood.
- (4) The teacher shows one of the students to repeat the demonstration about my family

c) Closing Activities

- (1) The teacher reflects on the learning that has taken place with questions and answers
- (2) Students take the test
- (3) The teacher gives advice so that the material that has been explained is studied again at home

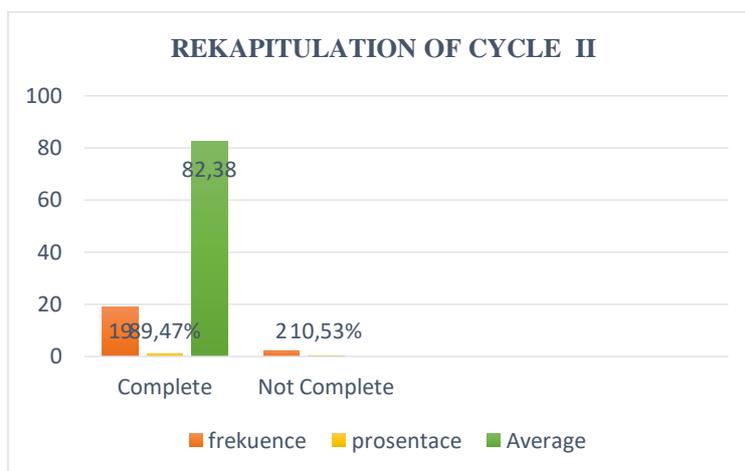


Figure 2. Recapitulation Cycle II

Based on the results of the tests in the second cycle of 21 students obtained data as in table 5 above, the lowest value is 65 and the highest value is 95. In the second cycle students complete as many people (89.47%), while students who have not completed as many as 2 people (10.53%) with an average grade of 82.38%.

Reflection Cycle II

Based on the results of tests, interviews and field notes on the implementation of My Family learning in cycle II, it can be concluded that the implementation of learning using the demonstration method is good. The teacher and students look happy with the implementation using the method. The teacher becomes easier to explain the material, because it is supported by a demonstration or demonstration. Students are more enthusiastic in paying attention to the teacher's explanation and demonstration.

B. Discussion

This research is a class action research (Classroom Action Research). Classroom action research is an action carried out by the teacher to overcome problems during learning or the researcher who is trying to solve the problem with research activities. This research was conducted at SDN 2 Ngandong, Changwarno District in class II by applying the demonstration method. The application of this demonstration method aims to improve student learning achievement. The data used in this study came from direct observations conducted in 2 cycles. Data were also obtained from field notes, teacher and student interviews and tests 1. Application of Demonstration Method Based on observations obtained when applying the demonstration method in class II, it can be seen that the teacher is generally able to apply the demonstration method well, although in cycle I there are still some shortcomings. The demonstration method implemented can improve student learning achievement, it can be seen from the results of tests that have met the success of the action that is above 75%. 2. Student Test Results Student learning test results are used as a control towards increasing student learning achievement. The test used in the first and second cycles is an essay test consisting of 5 questions. The test is given after completing the cycle in an effort to find out the improvement in student learning outcomes

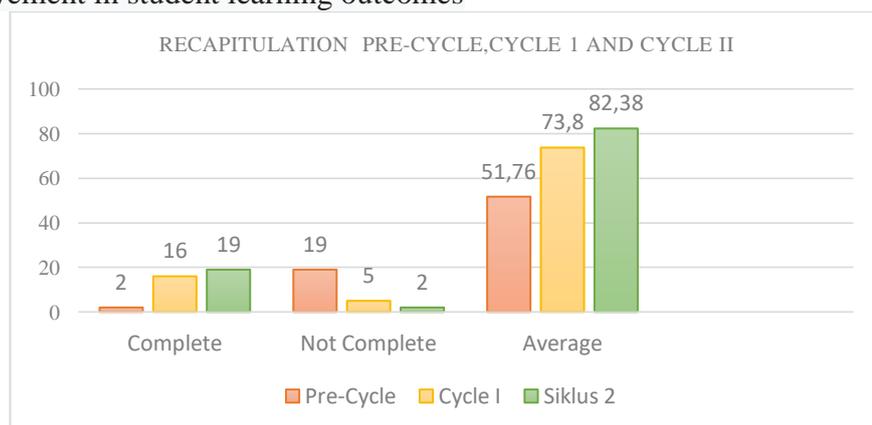


Figure 3. Recapitulation Pre-Cycle, Cycle I and Cycle II

Based on table 6, it shows that in the first cycle that is an average value of 73.80% and a grade completeness value of 81.57%. In the second cycle the average value of the class increased by 82.38% and the value of class completeness was 89.47%. This means that this study, has met the indicators of success, namely student learning completeness $\geq 75\%$. So it can be concluded that using the demonstration method can improve student achievement in class II, especially in my family material

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

Based on the results of the discussion and research data that has been presented, it can be concluded that this research is as follows: The application of the demonstration method can improve the learning achievement of second grade students in my family theme. This is evidenced from the results obtained by students with completeness in the first cycle reached 81.57%. Increased in the second cycle to 89.47%. This shows the number of students who have passed the criteria for success of a predetermined action of 75%.

B. Suggestions

Based on research that has been done, then there are some suggestions as follows:

1. To Researchers

It is expected to continue to develop classroom action research by applying the demonstration method because the demonstration method is one of the ways that can be used to overcome problems encountered when learning takes place. Demonstration methods can also improve and enhance the quality of learning.

2. To the Teacher

It is hoped that the teacher can use the demonstration method in other learning, so that the objectives of learning can be achieved well.

3. To Students

It is expected that the application of the demonstration method can increase student motivation in the learning process especially the theme of my family

4. To the School

So that the application of learning by using the demonstration method can be implemented by class teachers, especially on the theme of my family for further learning. Based on the results of research proven to improve student achievement

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