

Demonstration Methods to Improve Students' Learning Outcomes in Class 2 Pancasila Symbol Materials at SD N Utan Kayu Selatan 01 2022/2023

Kristo Paulus¹, Sondang Elfrida Simatupang², Rio SadhikaDarma³

¹²³Universitas Terbuka

Correspondent: kristopaulus@gmail.com¹

Received : January 9, 2023

Accepted : April 4, 2023

Published : April 30, 2023

Citation: Paulus, K., Simatupang, S, E., Darma, R, S. (2023). Demonstration Methods to Improve Students' Learning Outcomes in Class 2 Pancasila Symbol Materials at SD N Utan Kayu Selatan 01 2022/2023. Sinergi International Journal of Education, 1(1), 1-9.

ABSTRACT: There are many ways to improve learning outcomes, where one of the methods used is the demonstration method, if most of the teaching material is only delivered in verbal language so that it is sometimes difficult for students to understand, then with the demonstration method the explanation becomes easier for students to understand. The method used is qualitative with a class action model. The aim of the study was to determine the effect of the demonstration method on the learning outcomes of Civics class 2 students at SDN Utan Kayu Selatan 01 Jakarta for the 2022/2023 academic year. This research is a two-round action research with each cycle consisting of four stages, namely planning, action and observation, reflection, and review. The subjects of this study were grade 2 students at SD N Utan Kayu Selatan 01 Jakarta for the 2022/2023 academic year whose student learning outcomes increased from Cycle I to Cycle II. Cycle I (51%) and Cycle II (89%). This study found that the demonstration method had a good effect on student learning outcomes at SD N Utan Kayu Selatan 01 East Jakarta and this learning method could be used as an alternative to civics learning.

Keywords: Demonstration Method, Civics, Learning Outcomes



This is an open access article under the CC-BY 4.0 license

INTRODUCTION

Education plays an important role in influencing the lives of individuals and their environment. Education is a life-changing tool that has the goal of developing skills so that human abilities develop. The three cores of education are family, community and school. UU no. 20 of 2003 the teacher's responsibilities are as coaches, teachers, mentors, coaches, and student evaluators. The teacher is one of the main roles in improving the quality of education because the quality of learning depends on the teacher (Nawaz, 2022; Swift-Morgan, 2014).

The flow of learning process activities is centered on educators, starting from planning, implementation, and evaluation, which is the teacher's responsibility (Cha, 2016; Guinée, 2014; Isa et al., 2022; Saqr et al., 2022; Servant-Miklos, 2022). Shows that qualified teachers can use different learning environments, both modern and traditional. Improving the quality of learning is one of

the goals that must be pursued by every teacher in every lesson plan he makes, including the learning environment. (Kusnadi et al., 2017)

The teacher must be able to act as an initiator and motivator, trying to create an effective, creative and efficient learning environment to achieve the learning objectives that have been prepared carefully beforehand. Relevant stimulus is attention, interest, thoughts, and feelings of students in learning activities to achieve learning goals. The teacher must be able to manage encouragement for students when learning in class. Not only that, teachers must also shape the character of their students from bad to good, one of which can be taught the material for the meaning of Pancasila's guiding symbols. (Sumanto & Seken, 2012)

Material for the Meaning of the Pancasila Guidance Symbol is material intended to develop students' skills to become good people. One of the components explained in the discussion of the meaning of the Pancasila symbol is how to think critically and creatively by going through developing social issues. This is driven by the statement of the National Education Standards Agency (BSNP) that one of the purposes of the material for the meaning of the Pancasila Symbol is to equip students with critical, rational and creative thinking (Chen & Ho, 2020; Kubisch et al., 2021; Laging & Heidenreich, 2019).

When answering citizenship questions about Pancasila. Material is able to express arguments, think and make good decisions without being pushed by the teacher and other people, or just to complete assignments. Therefore, the questions given to students can have multiple dimensions in the form of reasoning, motivation and reflection. (Aningsih, 2018)

Instilling an attitude of understanding and understanding towards the next generation of the nation can be done in civics education. The formation of national character and the development of competent citizens are the main objectives of Civics. The demonstrative learning model is a learning style that uses demonstrations in explaining the meaning or how something can be done to students. (Hastangka et al., 2019)

The teacher plays an important role in the success of the PKN learning objectives themselves, so the teacher must be able to integrate PKN learning with students' favorite subjects and develop their abilities and potential (Eddles-Hirsch, 2015; Granić, 2022; Hakizimfura et al., 2020; Shojaei et al., 2022; Zorić, 2015). In PCN learning, the role of the teacher is needed as a facilitator and students become learning centers (student centers). Learning methods that make students like PKN subjects. Enjoying lessons automatically motivates students to learn. This motivation has implications for improving student learning outcomes (Fletcher & Hordvik, 2023; Gitman & J., 2015; Opuni-Frimpong et al., 2022).

However, in reality PKN learning is still classical and only conceptual. This causes a decrease in student interest in PKN subjects. The mediated learning method is still one-sided. The teacher is the most important source of learning (Teacher Center). So that learning becomes monotonous, students are usually lazy to follow the teaching and learning process.

The results of the second grade (2) students at SDN Utan Kayu Selatan 01, the results of the first

daily test for the odd semester taking place in early August 2022 show that the students' vision level in PKN is still low. This can be seen from the results of the analysis of learning outcomes showing that 50% of the 27 participating students are under the KKM. The minimum number of KKM determined by the training session at SDN Utan Kayu 01 Selatan is 70 (seventy) for Internship courses.

Direct learning requires very careful planning and execution by the teacher. To enable effective hands-on learning, every detail of skills or content must be well defined and presentations and training plans carefully planned and executed. Although learning objectives can be designed with teachers and students, teacher-centered ones. The learning model applied by the teacher must pay attention to the characteristics of students. This does not mean that learning is monotonous, inactive and humorless. This means that the environment is task-oriented and provides high expectations for students to achieve good learning outcomes. (Budiyanto, 2016) argues that demonstration is one of the teaching techniques carried out by a teacher or other person who is intentionally asked or the students themselves are asked to demonstrate a process or procedure in front of the class. Through this kind of proof, students' acceptance of the lesson creates a deep impression, which forms a good and intact understanding. Students can also pay attention to what is presented in class. (Saputra, 2021)

From these two opinions it can be concluded that the demonstration model is a model used by teachers or outsiders who are deliberately brought in, or even students, to show the world the movements of the process through appropriate procedures and information. In the demonstration model, students observe carefully and briefly, as well as with full attention and participation. Each learning model has its own advantages, which are sometimes not shared by other learning methods or models. In the demonstration method, the purpose of learning is to record the course of events according to the subject matter, how to achieve it, and then understand when learning is difficult. Ramayulis explains some of the advantages of the demonstration method:

- 1) Student achievement increases, especially when students are involved.
- 2) Student experience increases because students help carry out demonstrations to gain knowledge that can develop their skills.
- 3) Education is given more continuously. In presentations, students do not only understand the teacher's explanation. But also pay attention to it and even participate in holding demonstrations.
- 4) Understanding is achieved more quickly. Students respond to the process by using their hearing aids, sight, and even their actions in ways that facilitate student understanding and reduce the verbal nature of learning.
- 5) Children's attention can be focused, and things that are considered important by educators can be noticed by students when needed. During presentations, children's attention is only focused on what is being presented, because students are encouraged to follow the activities that are being carried out rather than just listening.
- 6) Reduce errors. Verbal explanations often cause misunderstandings among students, especially when explaining the process. But in addition to evidence, verbal explanations can also convey a concrete picture. (Ramayulis, 2012)

Learning outcomes are the result of the interaction between learning and teaching. From the teacher's point of view, learning ends with the learning assessment process. From the student's point of view, learning outcomes are the end and peak of learning. Learning outcomes are mainly due to teacher activity, achievement of learning objectives (Alhawsawi & Jawhar, 2023; Crivits et al., 2018; Schiepe-Tiska et al., 2021). On the other hand, the mental strength of students increases. Learning outcomes are divided into teaching effects and side effects. The teaching effect is the measurable result as shown in the certificate and the related effect is the application of knowledge and skills in other areas, the sharing of learning. (Barlian, 2013)

From the explanation above, it can be concluded that learning outcomes or learning achievements are essentially the results achieved by students by participating in learning or teacher achievement tests in class. The learning outcomes referred to in the context of this research are the values that will be achieved by students after completing learning using the learning method that is aspired to in this study.

Citizenship education comes from the word *nacasius* which means citizenship or citizen. Political education can be interpreted the same as political education. Citizenship Education is democratic education with the aim of preparing citizens to think critically and act democratically with activities that raise awareness in the younger generation that democracy is a form of social life that highly protects the rights of citizens. (Nur & Sudarsono, 2019)

From this explanation it can be concluded that learning outcomes or learning success are basically the results achieved by students by taking the presentation exam by the teacher in class. The learning outcomes in question are the values that will be achieved by students after completing learning using the learning model aspired to in research.

METHOD

The research method used class action research in two cycles. The procedure for obtaining data is carried out in accordance with the data to be collected. At the end of each cycle, an exam is held to determine students' abilities. In Cycle I, series and parallel relationships were tested in the form of projects and essays. The material to be tested in Fall II must be a mixed series of projects and essays.

To obtain accurate information, the teacher makes observations with colleagues during the lesson. In addition, the results of observations are discussed together. The results of the discussion serve as a guide for thinking about how to proceed. This measurement was carried out in two sessions to be able to draw conclusions according to the study. How to collect data is carried out by observing students and by testing.

Although data analysis techniques require attention to the type of data collected, this research uses 2 techniques, namely quantitative and qualitative. Quantitative analysis is used for test results, while qualitative analysis uses data from student observations or other things that arise during the study. Likewise, activities and collaboration with study groups lead to new indicators. Then the field data,

which is supplemented by observations and interviews with students, is analyzed by professionals and then interpreted according to the literature review and the experience of educators.

Complete requirements in Learning Accounting is 75 with a description of the values in Table 1.

Table 1

Nilai	Huruf	Deskriptif
90 – 100	A	Sangat Baik
75 – 89	B	Baik
50 – 74	C	Cukup
30 – 49	D	Kurang
0 – 29	E	Kurang Sekali

RESULT AND DISCUSSION

In Cycle I the actions of Cycle I met, the material provided was an explanation of the Pancasila symbol. The material presented at the second meeting was the Pancasila symbol. To measure students' understanding of the material provided, projects and essays are given. Students in groups complete assignments in class. In the third session, students presented projects that were only represented by two groups, and in the last 45 minutes they were given a test to measure the success of Learning Cycle I. The learning outcomes of 27 students achieved in the first semester with an A grade of 15% (4 students), B 56% (15 students) and C 29% (8 students). The D value is 0% and, those who get the E value are 0%. This acquisition does not meet the learning target, namely A = 25%, B = 75%, C, D and E = 0%.

According to these results, it is necessary to proceed to Cycle II. Cycle II operations were carried out by Cycle II learning activities which began with an operating plan. The material provided is symbolic of Pancasila. Cycle II took place in 3 sessions. Material related to the Pancasila symbol was distributed at the first meeting. At the second meeting, material related to the Pancasila symbol was distributed. At the second meeting, students were given a project to make the Pancasila symbol in groups.

The purpose of giving work is to test the competence of students in understanding the material provided with field material. This project aims to produce a written report which aims to produce a report on the Pancasila symbol. In the third session, project presentations were carried out for two groups selected from groups that did not appear in Cycle I. In the last 45 minutes, a complete learning test was carried out in Cycle II and questionnaires were distributed about student motivation.

Based on these results, Cycle II learning and the learning outcomes of Cycle II students getting an A increased to 33% (10 children). This result exceeded the target by 25%. The AB value of

Demonstration Methods to Improve Students' Learning Outcomes in Class 2 Pancasila Symbol Materials at SD N Utan Kayu Selatan 01 2022/2023

Paulus, Simatupang, and Darma,

63% of this result is above the target achievement target of 75%. Achievement of grade A does not reach the learning target/achievement, the improvement achieved with grade B does not reach the target.

However, in general, working on science/science themed projects can increase student learning outcomes. The learning outcomes of students are shown in

Table 2.

Acquisition of student scores cycle I and II

Pra Siklus		Siklus I		Siklus II		Deskriptif	Ketuntasan
5	19%	4	15%	9	33%	Sangat Baik	25%
1	44%	1	56%	1	63%	Baik	75%
2		5		8			
1	37%	8	29%	0	0%	Cukup	0%
0	0%	0	0%	0	0%	Kurang	0%
0	0%	0	0%	0	0%	Sangat Kurang	0%
3	100%	3	10%	3	10%		
0		0	0%	0	0%		

Research shows that civics learning outcomes progress. Student learning outcomes in using the evidence method increase. Student learning outcomes after using the demonstration method increase so that the learning atmosphere becomes creative, active and independent. By using the demonstration learning model, it is expected that students can independently and cooperatively plan the implementation of projects according to their duties.

The project approach gives students complete freedom to decide how to complete the project. Students can complete projects when they can collaborate, communicate, solve problems, and solve problems they face. The use of projects in learning can also motivate students in addition to increasing skills and competencies. Let's increase the motivation level of students to follow the project-based learning model.

CONCLUSION

In accordance with the results of the demonstration model research, students experienced a significant increase in Civics on the Pancasila symbol material. Improving learning outcomes is included in understanding the symbol of Pancasila. From the results of this study it was also known

that students' learning desire increased by 51% in Cycle I and by 81% in Cycle II. An increase in the desire to learn includes: understanding explanations, answering questions, completing work, asking questions, answering questions. This research also concludes that using the demonstration method can increase the desire and results of students' citizenship learning. In the research it is also suggested that educators can consider using learning methods that are adapted to the needs of the discussion given, for example the use of demonstration methods that create fun learning. Teachers should also deepen their mastery in applying learning methods that are relatively new and develop according to the demands and needs of the times, so that learning is always active. As well as the need to socialize teachers according to learning methods that can be implemented in learning, or develop innovative and creative learning styles.

REFERENCE

- Alhawsawi, S., & Jawhar, S. S. (2023). Education, employment, and empowerment among Saudi women. *Gender and Education*, 35(4), 401–419.
<https://doi.org/10.1080/09540253.2023.2189917>
- Aningsih, A. (2018). Kemampuan Berpikir Tingkat Tinggi pada Pendidikan Agama Islam Siswa Kelas X SMK Muhammadiyah 1 Purwokerto Ditinjau dari Prestasi Belajar. *Skripsi Fakultas Agama Islam Universitas Muhammadiyah Purwokerto*.
- Barlian, I. (2013). Begitu Pentingkah Strategi Belajar Mengajar Bagi Guru? *Jurnal Forum Sosial*, VI(01).
- Budiyanto, M. (2016). *Sintaks 45*. Malang: Universitas Muhammadiyah Malang Pres.
- Cha, S.-H. (2016). Decentralization in educational governance and its challenges in Korea: Focused on policy conflicts between central and local government in education. *Asia Pacific Education Review*, 17(3), 479–487. <https://doi.org/10.1007/s12564-016-9448-3>
- Chen, W.-H., & Ho, T.-H. (2020). The application of yantian cultural resources in design education-taking the yantian community in tainan as an example. *Sustainability (Switzerland)*, 12(7). <https://doi.org/10.3390/su12072660>
- Crivits, M., de Krom, M. P. M. M., Block, T., & Dessen, J. (2018). Using policy discourses to open up the conceptual space of farm education: inspiration from a Belgian farm education network. *Environmental Education Research*, 24(9), 1320–1339.
<https://doi.org/10.1080/13504622.2017.1301384>
- Eddles-Hirsch, K. (2015). Phenomenology and Educational Research. *International Journal of Advanced Research*, 3(ue 8).
- Fletcher, T., & Hordvik, M. M. (2023). Emotions and pedagogical change in physical education teacher education: a collaborative self-study. *Sport, Education and Society*, 28(4), 381–394.
<https://doi.org/10.1080/13573322.2022.2035345>
- Gitman, L., & J. (2015). *Principles of Managerial Finance*. United States of America: Pearson Education. Cashmere. Rajawali Press.

- Granić, A. (2022). Educational Technology Adoption: A systematic review. *Education and Information Technologies*, 27(7), 9725–9744. <https://doi.org/10.1007/s10639-022-10951-7>
- Guinée, N. (2014). Empowering women through education: Experiences from Dalit women in Nepal. *International Journal of Educational Development*, 39, 183–190. <https://doi.org/10.1016/j.ijedudev.2014.07.007>
- Hakizimfura, E., Randall, D., & Zia, B. (2020). Decentralized delivery of financial education: Experimental evidence from Rwanda. *Journal of Development Economics*, 144. <https://doi.org/10.1016/j.jdeveco.2020.102439>
- Hastangka, H., Armawi, A., & Kaelan, K. (2019). Dampak sosialisasi empat pilar MPR RI terhadap Pendidikan Pancasila di perguruan tinggi. *Jurnal Civics: Media Kajian Kewarganegaraan*, 16(2). <https://doi.org/10.21831/jc.v16i2.21908>
- Isa, I. M. M., Bunyamin, M. A. H., & Phang, F. A. (2022). Bridging Culture and Science Education: Implications for Research and Practice. *International Journal of Learning, Teaching and Educational Research*, 21(10), 362–380. <https://doi.org/10.26803/ijlter.21.10.20>
- Kubisch, S., Parth, S., Deisenrieder, V., Oberauer, K., Stötter, J., & Keller, L. (2021). From transdisciplinary research to transdisciplinary education-the role of schools in contributing to community well-being and sustainable development. *Sustainability (Switzerland)*, 13(1), 1–13. <https://doi.org/10.3390/su13010306>
- Kusnadi, E., Martini, E., & Nugraha, G. N. (2017). Konstruksi pembelajaran pendidikan kewarganegaraan berbasis masalah untuk meningkatkan kemampuan berfikir kritis peserta didik. *Jurnal Pendidikan Kewarganegaraan*, 2(2).
- Laging, M., & Heidenreich, T. (2019). Towards a Conceptual Framework of Service User Involvement in Social Work Education: Empowerment and Educational Perspectives. *Journal of Social Work Education*, 55(1), 11–22. <https://doi.org/10.1080/10437797.2018.1498417>
- Nawaz, T. (2022). What's in an education? Implications of CEO education for financial inclusion. *International Journal of Finance and Economics*, 27(3), 3741–3753. <https://doi.org/10.1002/ijfe.2348>
- Nur, S., & Sudarsono, S. (2019). Implementasi Pendidikan Demokrasi Dalam Pembelajaran IPS Study Kasus Sma Negeri 6 Takalar. *Equilibrium: Jurnal Pendidikan*, 6(2). <https://doi.org/10.26618/equilibrium.v6i2.2585>
- Opuni-Frimpong, N. Y., Essel, H. B., Opuni-Frimpong, E., & Obeng, E. A. (2022). Sustainable Development Goal for Education: Teachers' Perspectives on Climate Change Education in Senior High Schools (SHS). *Sustainability (Switzerland)*, 14(13). <https://doi.org/10.3390/su14138086>
- Ramayulis. (2012). Metodologi Pendidikan Agama Islam. *Kalam Mulia*, 44(1).
- Saputra, E. (2021). Kontribusi Tokoh Punakawan pada Pagelaran Wayang Kulit terhadap Pendidikan Islam kepada Masyarakat. *SAP (Susunan Artikel Pendidikan)*, 6(2). <https://doi.org/10.30998/sap.v6i2.9958>

- Saqr, M., Poquet, O., & Lopez-Pernas, S. (2022). Networks in Education: A Travelogue Through Five Decades. *IEEE Access*, *10*, 32361–32380.
<https://doi.org/10.1109/ACCESS.2022.3159674>
- Schiepe-Tiska, A., Heinle, A., Dümig, P., Reinhold, F., & Reiss, K. (2021). Achieving Multidimensional Educational Goals Through Standard-Oriented Teaching. An Application to STEM Education. *Frontiers in Education*, *6*. <https://doi.org/10.3389/feduc.2021.592165>
- Servant-Miklos, V. (2022). Environmental education and socio-ecological resilience in the COVID-19 pandemic: lessons from educational action research. *Environmental Education Research*, *28*(1), 18–39. <https://doi.org/10.1080/13504622.2021.2022101>
- Shojaei, M. S., Tavakoly Sany, S. B., Ghavami, V., & Tehrani, H. (2022). An educational intervention based on family-centered empowerment model to modify high-risk behaviors of brucellosis via mother education. *Scientific Reports*, *12*(1).
<https://doi.org/10.1038/s41598-022-23385-5>
- Sumanto & Seken, I. M. (2012). Modul Pengembangan Materi Umum: Media Pembelajaran SD. Malang:Kementrian Pendidikan danKebudayaan . *Modul Pengembangan Materi Umum*:
- Swift-Morgan, J. (2014). Confronting the informal in good governance: The case of decentralised education-system reform in Guinea. *Development Policy Review*, *32*(4), 399–425.
<https://doi.org/10.1111/dpr.12061>
- Zorić, V. (2015). Educational policy in socialist Montenegro. *Sodobna Pedagogika/Journal of Contemporary Educational Studies*, *66*(2), 96–113.
<https://www.scopus.com/inward/record.uri?eid=2-s2.0-84962222138&partnerID=40&md5=8b465a1de4b5f0209241d4904ceb7bab>