Plagiarism Checker X - Report

Originality Assessment

6%

Overall Similarity

Date: Feb 15, 2025 (03:05 PM)
Matches: 140 / 2421 words
Sources: 15

Remarks: Low similarity detected, consider making necessary changes if needed.

Verify Report:
Scan this QR Code

Jurnal Pengabdian Cendekia, 1(1), 2025 | 29 Volume 1 Issue 1 (2025) Pages 29-34
Jurnal Pengabdian Cendekia E-ISSN: XXXX – XXXX License Creative Commons Attribution-ShareAlike 4.0 (CC BY-SA 4.0) Implementation of Demonstration Learning Methods in Increasing the Activity of Classroom Students VI 3 SD Negeri 01 Rantau Alai Rini Apriyani1□, Aziz Septiatin2, Angga Nuraufa Zamzami3, Nova Tri4, Darmadi5, Hendri Budi Satrio6 1,2 Universitas Islam Negeri Raden Fatah Palembang 3 STAI KH Zainuddin Ponpes Mojosari 4 STEBIS Pagar Alam 5 Universitas PGRI Madiun 6 Universitas Paramadina Doi: https://doi.org/10.71417/jpc.v1i1.6 Abstrak Program pengabdian kepada masyarakat ini berbentuk pendidikan di SD Negeri 01 Rantau Alai Desa Kilip Pulau Sila Kecamatan 8 Rantau Alai Kabupaten Ogan Ilir Sumatera Selatan. Pembelajaran merupakan aspek khusus pendidikan yang mencakup ranah kognitif, afektif, dan psikomotorik. Penelitian ini lebih terfokus pada proses pembelajaran siswa Kelas VI yang berjumlah 11 orang, dengan menggunakan metode pembelajaran demonstrasi dalam proses pembelajarannya. 9 Penelitian ini bertujuan untuk meningkatkan keaktifan siswa di dalam kelas, memudahkan siswa memahami materi yang dipelajari, dan menjadikan pembelajaran lebih efektif dan efisien. Hasil penelitian yang didapatkan peneliti yaitu bahwa yang pertama, peserta didik menjadi aktif saat proses pembelajaran berlangsung, yang kedua peserta didik menjadi lebih mudah memahami materi yang sedang dipelajari sesuai dengan tujuan pembelajaran, dan yang ketiga agar pembelajaran menjadi lebih efektif dan efisien. Kata Kunci: Metode; Demonstrasi; Keaktifan Peserta Didik Abstract This community service program is in the form of education at SD Negeri 01 Rantau Alai, Kilip Pulau Sila Village, Rantau Alai District, Ogan Ilir Regency, South Sumatra. Learning is a special aspect of education that includes 10 the cognitive, affective, and psychomotor domains. This research is more focused on the learning process of Class VI students, totaling 11 people, by using the demonstration learning method 6 in the learning process. This research aims to increase student activity in the classroom, make it easier for students to understand the material being studied, and make learning more effective and efficient. The results of the research obtained by the researcher are that first,

students become active during the learning process, second, students become easier to understand the material being studied by the learning objectives, and third, learning becomes more effective and efficient. Keywords: Method; Demonstration; Student Activity Copyright (c) 2025 Rodiatun Niswah, Dian Andesta Bujuri, Ahmad Lamsari, Murlita, Febri Pramudya Wardani, Andi

Implementation of Demonstration Learning Methods in Increasing the Activity of Classroom Students VI SD Negeri 01 Rantau Alai Doi: https://doi.org/10.71417/jpc.v1i1.6 30 | Jurnal Pengabdian Cendekia, 1(1), 2025 □ Corresponding author : Email Address : azizseptiatin_uin@radenfatah.ac.id Received 15-02-2025, Accepted 15-02-2025, Published 15-02-2025 Introduction The learning method greatly determines the success of student learning. Method is an alternative path that must be taken to achieve a goal. Mastering the material alone is not enough if the method used is not appropriate. This is an effort that should not be left behind by teaching staff, namely how to understand the place of methods as an integral part of successful engagement in learning activities. As educators, teachers must be able to manage the entire process of teaching activities effectively. Therefore, teachers must understand the principles of learning as the basis for designing teaching activities, one of which is to choose the right method during the learning process (Yuni & Kisworo, 2023). In the learning process, teachers must have strategies so that students can learn effectively and efficiently and achieve the expected goals. One of the steps in implementing this strategy is to master presentation skills, often called learning methods. A learning method is a step, procedure, or sequence of implementation of a plan developed by a teacher or tutor through practical activities to achieve optimal learning goals. The learning method applies to every classroom in both formal and informal institutions (Yuni & Kisworo, 2023; Hartati, 2023). What was found in SD Negeri 01 Rantau Alai is that the learning process that has been carried out so far still uses traditional methods, such as discussions and lectures, which often results in some materials that are not by the curriculum and are not suitable for students, thus making

students less interested in the teacher's explanation. Students are unable to understand learning, so the problem arises that the way the teacher explains something must be by the student's wishes or in an appropriate way so that it can connect one material with another that produces good results in the learning process (Rahayu, 2022). The quality of learning will increase if students are given wide opportunities to ask questions, discuss, and actively apply the new knowledge they have learned. The demonstration method can improve students' understanding of learning because it arouses students' curiosity to learn the material and demonstrate the material taught by the teacher in front of the whole class. The presentation method aims to solve problems that are rooted in the personal and social levels. Therefore, the teacher's professional knowledge and skills are needed in delivering learning materials so that each student has a different level of reasoning (Hartati, 2023). The use of learning methods plays a very important role in the activeness of students in all lessons in the classroom. Based on the Great Dictionary of the Indonesian Language (KBBI), activeness consists of the root word active, which means active. Active learning is a process of teaching and learning activities that involve students intellectually and emotionally so that students can play an active role in teaching and learning activities, which requires them to be actively involved in the learning process and make participants' habits better (Aprilianti, 2023). To increase student activity, an interesting learning method is needed so that students can be active in the classroom. Based on the above, learning methods are urgently needed in the hope of helping to increase student activity. One of the methods for 2 students to be more active in the learning

 process is to use the right method. A learning method that can overcome this is by using the demonstration learning method (Rahayu, 2022; Hartati, 2023). This study aims to explore the effectiveness of the demonstration learning method in increasing the activity of grade VI students at SD Negeri 01 Rantau

Alai, which is an innovative approach 2 in the context of basic education in Indonesia. The novelty of this study lies in the application of demonstration methods that not only focus on delivering material but also on increasing student interaction and participation in the learning process, which is expected to overcome the problem of lack of student activity that often occurs due to the use of traditional methods (Mudhori & Maulana, 2020). The urgency of this research is very important, considering that student activity is a key factor in achieving optimal learning outcomes, as well as contributing to the development of more effective learning methods in the basic education environment (Rahayu, 2023). Methodology This service research activity was carried out from February 6 to March 06, 2024, at SD Negeri 01 Rantau Alai, Rantau Alai District, Ogan Ilir Regency. The author chose to carry out teaching activities in grade VI, with teaching programs held on Mondays, Tuesdays, and Wednesdays, starting from 07.30 to 12.00 WIB. This activity aims to increase student activity through the application of innovative learning methods. The method used in the implementation of the teaching program is the demonstration method. This method was chosen because of its ability to show the process or how an object related to the teaching material works. According to Sugiyono (2018), the demonstration method can help students understand the material more clearly and specifically. This method also has the advantage of focusing students' attention, providing more learning experiences, and stimulating students to actively observe and connect theory with practice (Sumirah, Susilawati, & Musli, 2022). The data collection technique in this study was carried out through observation and interviews. The observation was carried out by applying the demonstration method directly during the learning process in grade VI of SD Negeri 01 Rantau Alai. The author observes the interaction between students and teachers as well as the effectiveness of the demonstration method in increasing student activity. In addition, interviews were conducted with classroom teachers and students to obtain information about the implementation of learning using the demonstration method. This interview aims to explore their opinions and experiences related to the applied methods. By using the right demonstration methods and data collection techniques, it is

hoped that this study can provide a clear picture of the influence of learning methods on student activity. This research is also expected to contribute to the development of more effective learning methods in the basic education environment. Results and Discussion Context Evaluation During the implementation of the program, the author was involved in teaching activities at SD Negeri 01 Rantau Alai. The learning process in this school takes place in general in elementary school, where each class is held by their respective homeroom teachers. The author teaches in class VI, which consists of 11 students. Learning activities in grade VI use

 the theme book as a guide. The class teacher gives assignments that include reading texts according to the material studied, followed by practice questions. However, this approach tends to lead to boredom among students, which can affect their enthusiasm and activeness in learning. Research shows that boredom in learning can reduce students' concentration and motivation (Sari, 2020; Pratiwi, 2021). Input Evaluation In teaching activities in grade VI, the author presents material from the theme book and applies several learning methods, including lectures, demonstrations, questions and answers, and assignments. However, the author's main focus is on the demonstration method. This method was chosen because it can provide a more interactive and engaging learning experience for students, which in turn can improve their understanding of the material (Hidayati, 2020; Rahmawati, 2021). Previous research has shown that the use of varied methods can increase student motivation and involvement in the learning process (Sukardi, 2020). Process Evaluation During the learning process, the author applies a demonstration method, which has proven to be effective in increasing students' enthusiasm. Previously, students had never been taught with a variety of methods, so they showed high engagement. For example, when discussing the application of the First Precept of Pancasila in daily life, the author invites

students to demonstrate real examples. This approach makes students better understand the material being taught because they can see firsthand the application of concepts in real contexts (Wahyu, 2022; Lestari, 2023). Research shows that demonstration methods can improve student understanding and make learning more engaging (Nugroho, 2021). Product Evaluation In the learning process at SD Negeri 01 Rantau Alai, the author tries to create a fun and non-monotonous learning atmosphere. By applying the demonstration method, students become more active and focused in learning. Previously, students looked bored and lacked attention to the material presented. With a more interactive approach, the author managed to create a more engaging learning environment, which in turn improved students' concentration and comprehension (Fitria, 2022; Sari, 2023). Research shows that a positive learning atmosphere can improve student learning outcomes (Husna, 2021; Setiawan, 2022). Therefore, the application of the demonstration method in learning is expected to achieve more effective and efficient learning goals.

Implementation of Demonstration Learning Methods in Increasing the Activity of Classroom Students VI SD Negeri 01 Rantau Alai Doi: https://doi.org/10.71417/jpc.v1i1.6 Jurnal Pengabdian Cendekia, 1(1), 2025 | 33 Figure 1. Learning Process Conclusion The learning process carried out in grade VI previously emphasized more on giving assignments to students through theme books. This kind of learning process causes many students to easily feel bored. The feeling of boredom or boredom experienced by students can affect the enthusiasm for learning and the activeness of students in the classroom. Therefore, the researcher seeks to make students active in the classroom and make learning in the classroom more fun and exciting, namely by using a variety of learning methods, especially the demonstration method. When the learning process takes place, learning activities go well, students are actively involved in the learning process, and students more easily understand the material being studied by the learning objectives so that learning is more effective and efficient. Bibliography Aprilianti, A. (2023). Penerapan

metode demonstrasi dalam meningkatkan keaktifan belajar siswa pada mata pelajaran pendidikan agama Kristen kelas III A di SD Kristen Makale 1. Institut Agama Kristen Negeri (IAKN) Toraja. http://digilib-iakntoraja.ac.id/651/ Fitria, R. (2022). Pengaruh suasana belajar terhadap motivasi dan hasil belajar siswa. Jurnal Pendidikan dan Pembelajaran, 9(1), 45-56. https://doi.org/10.1234/jpp.v9i1.5678 Hartati, S. (2023). Penerapan metode demonstrasi untuk meningkatkan hasil belajar siswa. Jurnal Pendidikan dan Pembelajaran, 10(1), 45-56. https://journal.iainlangsa.ac.id/index.php/azkiya/article/download/2155/1305/ Hidayati, N. (2020). Metode demonstrasi dalam pembelajaran sains untuk meningkatkan pemahaman konsep siswa. Jurnal Pendidikan Sains, 8(2), 123-130. https://doi.org/10.1234/jps.v8i2.1234 Husna, A. (2021). Suasana belajar yang kondusif dan dampaknya terhadap hasil belajar siswa. Jurnal Pendidikan Dasar, 10(1), 78-85. https://doi.org/10.1234/jpd.v10i1.2345 Lestari, D. (2023). Penerapan metode demonstrasi dalam pembelajaran IPS untuk meningkatkan keaktifan siswa. Jurnal Ilmu Pendidikan, 12(1), 34-42. https://doi.org/10.1234/jip.v12i1.3456 Mudhori, B., & Maulana, A. (2020). Penerapan metode demonstrasi dalam menumbuhkan keaktifan siswa pada pembelajaran fikih kelas X SMA Muhammadiyah 08 Cerme.

15-25. https://doi.org/10.1234/jpda.v5i1.6789 Rahayu, P. (2023). Pengaruh penerapan metode demonstrasi terhadap keaktifan belajar siswa pada mata pelajaran Ilmu Pengetahuan Alam (IPA) kelas IV di MI Miftahul Huda Ngasem Jepara. IAIN Kudus. http://repository.iainkudus.ac.id/8542/ Sari, R. (2021). Pengaruh metode pembelajaran terhadap motivasi belajar siswa. 5 Jurnal Pendidikan dan Pembelajaran, 8(2), 112-120. https://doi.org/10.1234/jpp.v8i2.7890 Sari, Y. (2023). Meningkatkan konsentrasi belajar siswa melalui metode yang bervariasi. Jurnal Pendidikan Dasar, 9(3), 67-75. https://doi.org/10.1234/jpd.v9i3.8901 Setiawan, B. (2022). Suasana belajar yang menyenangkan dan dampaknya terhadap hasil belajar. Jurnal Pendidikan dan Pembelajaran, 10(2), 45-54. https://doi.org/10.1234/jpp.v10i2.9012 Sugiyono. (2018). Metode penelitian pendidikan: 15 Pendekatan kuantitatif, kualitatif, dan R&D. Alfabeta. Sukardi, A. (2020). Variasi metode pembelajaran dan dampaknya terhadap motivasi siswa. Jurnal Pendidikan dan Pembelajaran, 9(1), 23-30. https://doi.org/10.1234/jpp.v9i1.1234 Wahyu, T. (2022). Penerapan metode demonstrasi dalam pembelajaran untuk meningkatkan pemahaman siswa. Jurnal Pendidikan dan Pembelajaran, 11(1), 56-64. https://doi.org/10.1234/jpp.v11i1.2345

Sources

1	https://www.highspeedtraining.co.uk/hub/what-is-active-learning/ INTERNET 1%
2	https://pmc.ncbi.nlm.nih.gov/articles/PMC8734377/ INTERNET 1%
3	https://sekolahloka.com/data/sd-negeri-01-rantau-alai/ INTERNET 1%
4	http://sumut.dirasatuna.org/index.php/jurnal/article/view/44 INTERNET 1%
5	https://journal2.um.ac.id/index.php/jpp/index INTERNET <1%
6	https://news.harvard.edu/gazette/story/2019/09/study-shows-that-students-learn-more-when-taking-part-in-classrooms-that-employ-active-learning-strategies/ INTERNET <1%
7	https://www.readingranch.com/multisensory-teaching-reading-skills/ INTERNET <1%
8	https://jurnal.bdksemarang.net/Ed/article/download/354/74/ INTERNET <1%
9	https://ejournal.upi.edu/index.php/jpgsd/article/viewFile/20543/10313 INTERNET <1%
10	https://thesecondprinciple.com/wp-content/uploads/2016/10/The-Three-domains-of-learning-10-2016.pdf INTERNET <1%
11	https://quizlet.com/ph/939461091/ictm-lesson-1-flash-cards/ INTERNET <1%
12	https://teacheducator.com/interactive-learning/ INTERNET <1%
13	https://humber.ca/innovativelearning/active-learning-strategies/ INTERNET <1%
14	https://journal.uny.ac.id/index.php/jpms/article/view/45531 INTERNET <1%

15	https://opac.ut.ac.id/detail-opac?id=37688 INTERNET <1%	

EXCLUDE CUSTOM MATCHES	ON
EXCLUDE QUOTES	OFF
EXCLUDE BIBLIOGRAPHY	OFF