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Effectiveness of Using Demonstration Learning Method for Grade X Students in Archiving Subject

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ABSTRACT

Effectiveness is a condition that shows the extent to which something that is planned can be achieved and has an influence on something that is planned. This study aims to determine the effectiveness of the use of demonstration learning methods for class X in the subject of archiving at SMK Nurul Qalam Makassar. This study is a qualitative descriptive study. The study determined 5 informants, namely: Archiving subject teachers, and 4 class X students of the OTKP Department with data collection techniques through observation, interviews, and documentation. The results of the study indicate that the effectiveness of the use of demonstration learning methods for class X in the subject of archiving at SMK Nurul Qalam Makassar which is carried out by subject teachers is quite effective. Judging from the indicators of the use of the demonstration method in this study, namely the planning stage, the formulation of objectives conveyed by the teacher has been carried out well and clearly to students, although activities such as conducting demonstration trials and outlines of demonstration steps have not been carried out. Furthermore, at the implementation stage, the demonstration method runs smoothly and the activities in the implementation steps are carried out optimally even though the provision of tools and practical materials and the arrangement of student seating are not optimal and need to be considered. Then the stage of ending the demonstration method is carried out well by the teacher by conducting an evaluation at the end of the learning process with the aim of determining the level of student achievement in the learning process.

Keywords: Effectiveness, Learning methods, Demonstration learning

INTRODUCTION

One of the factors that determines the quality of education is the Educator. Educators carry out strategic roles, especially in efforts to shape students through the development of desired personalities and values. (Ichsan, 2021; Rosni, 2021). Educators must have the ability to create a conducive learning climate to be able to motivate students in learning so that it has a positive impact on achieving optimal learning outcomes. Educators are adults who are responsible for providing guidance and direction to students in their development, both physically and spiritually, so that they are able to carry out their duties as the caliphs of Allah SWT on this earth. (Fasya et al., 2023; Salasiah et al., 2018). An educator is someone who acts as a manager, catalyst, and other roles that enable effective teaching and learning activities to take place. (Saleh et al., 2021; Sukmawati et al., 2019).

Learning activities are activities that involve learning components, one of which is educators and students. In the learning process, interaction between educators and students is needed in order to achieve the desired goals. Learning success is also influenced by several aspects. (Panigrahi et al., 2021; Sugandini et al., 2022). One aspect that has a big influence is how educators carry out learning, starting from choosing learning models, learning approaches, learning strategies, and learning methods. (Arhas et al., 2023; Shobron et al., 2020)

Educators as leaders make two main efforts, namely strengthening the motivation of students to learn and choosing the right teaching approach, strategy, model, and learning media. In choosing the learning media in this educational process, educators are not only teachers in delivering learning materials but also various processes in organizing the environment so that students learn. (Apriyanti et al., 2021; Aziz, 2019). In reality, the learning method used to convey information is different from the method used to strengthen students in mastering the material, skills and attitudes. Educators must pay attention to the learning method that will be used in teaching in order to encourage the emergence of motivation, creativity, and initiative of students to innovate, inspire and respond. The learning method is used by teachers to create a learning environment and underlie the activities of teachers and students. (AlHouli & Al-Khayatt, 2020; Azis et al., 2021).

The learning method is a systematic and orderly process carried out by teachers or educators in delivering material to their students. (Arhas et al., 2023; Harjana et al., 2023).

Learning media is a method used in interaction between educators and students to achieve learning objectives that have been planned according to the material and mechanics of the learning media. A good learning media is one that can adjust to the learning material, learning conditions and student abilities. Educators must pay attention to everything that will affect the ongoing learning process so that the learning objectives are achieved as expected. In order for learning to be successful, it is best for educators to use learning media that can arouse students' learning motivation and improve learning achievement. There are several learning media that can be used in learning processes such as: lectures, discussions, simulations, questions and answers, demonstrations.

Based on initial observations in September 2021 at SMK Nurul Qalam Makassar, especially in the Department of Office Administration (OITKP) Class X in the Archiving Subject. Learning activities are dominated by teachers, lessons are slow and students are only actively taking notes from textbooks, students feel bored, sleepy, and pay less attention to the explanation of the material presented by the teacher. In addition, the arrangement of student seating is not neatly arranged. The researcher conducted a second observation in February 2022 at SMK Nurul Qalam Makassar, the researcher observed the learning process that took place in the classroom, where the teacher presented the learning material by demonstrating the teaching material process and the students saw, observed, and listened to what the teacher said. There was a question and answer interaction in the learning process. When conducting interviews, students said that the learning method used by the teacher was very motivating in learning. In addition, the material presented by the teacher was easy to understand because the teacher involved students in the learning process. Demonstration demonstration is a way of teaching educators by showing a cell of a proles that is being presented and students are involved in the proles that are shown by the educator. Demonstration demonstration is a way of presenting lessons by acting out and showing students a certain proles, situation or object, either in real life or just a mock-up. (Niswaty et al., 2017; Shobron et al., 2020). The Demonstration Method has advantages such as making the learning process more interesting, students are stimulated to actively see, observe, listen, and be directly involved in the learning process so that the experience and impressions of various learning outcomes are more ingrained in the students. (Panigrahi et al., 2021; Sugandini et al., 2022).

This research refers to the indicators for implementing the demonstration learning process, namely: the planning stage, the implementation stage, and the closing stage. (Gagne, 1970; Helsa et al., 2022). To find out the research objective, namely how effective the use of the class X demonstration learning method is in the archiving subject at SMK Nurul Qalam Makassar.

METHOD

This research is located in SMK Nurul Qalam Makassar. The method in this research uses a qualitative approach that is descriptive in nature, using data collection techniques in the form of observation, interviews, and documentation, then the results of the research will be described according to the results of the data processing that has been done. The data that can be obtained from the research results in order to answer all problems related to the research are: 1) Primary data generated from the observation and interview process conducted directly by the researcher related to the effectiveness of the use of demonstration learning media in the archiving subject which was obtained from research informants, namely: a) Archiving Subject Teacher (1 person), b) Grade X students of the Department of Archiving Administration of the Office of the Ministry of Finance (4 people). 2) Secondary data is supporting data from research results related to research conducted at SMK Nurul Qalam Makassar in the form of the school's organizational structure, school vision and mission, and other documents related to school data.

In this study, the focus of the study was the effectiveness of using the demonstration learning method for class X in the archiving subject. This study focused on the indicators of the implementation of the demonstration learning method, including: 1) Planning stage, namely by formulating the objectives that must be achieved by students after the demonstration process is over, preparing an outline of the demonstration steps to be taken, and conducting a demonstration trial test. 2) The implementation stage is divided into two steps, namely a) Opening steps, such as arranging seating so that all students can clearly pay attention to what is being demonstrated, stating what goals must be achieved by students, stating what tasks must be carried out by students. b) Implementation steps such as starting the demonstration with activities that stimulate students to think, creating a calming atmosphere by avoiding a relaxing atmosphere, ensuring that all students follow the demonstration by paying attention to the relaxation of all students, giving students the opportunity to actively think further according to what is seen from the demonstration process. 3) Ending stage, namely the learning process is ended by giving certain tasks that are related to the implementation of the demonstration and the process of achieving learning objectives, to find out whether students understand the demonstration process or not. In addition to providing relevant assignments, it is a good idea for teachers and students to conduct a joint evaluation of the progress of the demonstration process for further improvement.

The main instrument in this study is the researcher himself, the researcher went directly to the field to collect data. The researcher also used a tool in the form of a cellphone which was used to record sound when conducting interviews and take documentary pictures during the observation. The data validity test carried out in this study included: 1) Credibility test is a test of trustworthiness of the data collected by the researcher so that the results of the study can be trusted as a source of scientific work by conducting extended observations, research accuracy, triangulation, and cross-checking. 2) Dependability. The data analysis technique used in this research is data collation, namely the data that is collected is then sorted, then the data is presented and then conclusions/verification is made.

RESULT AND DISCUSSION

To find out the overview of how the effectiveness of the use of the demonstration learning method for class X in the archiving subject at SMK Nurul Qalam Makassar, the data obtained during the research was processed and presented using observation, interview, and documentation techniques presented in a descriptive form with the grand theory used, namely the theory presented through the indicators of the use of the demonstration learning

method which has 3 stages, namely: the planning stage, the implementation stage, and the closing stage. (Aldalur & Perez, 2023; Gagne, 1970; Helsa et al., 2022). The description of the results of the data analysis that was rolled out during the research process is as follows:

Preparation Stage

The learning preparation stage is the first step taken by teachers to create a ready condition for students to follow the lesson. The types of activities carried out by teachers to create a ready-to-learn condition for students are by fostering attention and motivation, creating an educational attitude, creating student readiness to learn, checking student attendance, checking student understanding, conveying the learning objectives well and clearly to students before carrying out the lesson using the demonstration method.

Activities in preparing the use of the demonstration learning media are carried out as follows: formulating the objectives to be achieved by students, preparing an outline of the demonstration steps to be carried out, and conducting a demonstration trial. At the stage of preparing the use of the demonstration learning media, subject teachers have carried out lesson preparation quite effectively. In terms of formulating objectives, teachers have conveyed the formulation of objectives well and clearly to students. A clear formulation of objectives can be used to evaluate the effectiveness of the learning process, then outline the demonstration steps that will be carried out in the classroom and conduct a demonstration trial. In this activity, the teacher concerned does not carry out these steps, although the preparation for using the demonstration learning methodology continues to run smoothly.

Implementation Stage

In the implementation stage, the use of the demonstration method is divided into two steps, namely as follows:

The opening step is an action taken by the teacher before the demonstration is carried out, there are several things that the teacher must do, including: the teacher first arranges the students' seating arrangements, then the teacher explains the learning objectives to the students, when the demonstration is taking place the teacher gives the students assignments regarding what activities must be carried out when the teacher is demonstrating the learning material in class.

The Implementation Step is the core of the activities that will be carried out to make the demonstration process run smoothly and achieve the goals that have been stated previously. The activities carried out in this step are as follows: the teacher should carry out an activity that can attract students' attention so that they pay attention to the demonstration process. When conducting a demonstration, create a pleasant atmosphere so that students can easily understand the demonstration process and avoid a relaxing atmosphere. During the demonstration lesson, the teacher should pay attention to the relaxation of all students or pay attention to the students' movements. In presenting learning materials, teachers must also provide opportunities for students to ask questions and teachers must also provide opportunities for students to actively think further according to what is seen from the demonstration process.

Based on the data obtained from the results of the research observation and the answers from informants through interviews, it can be concluded that the implementation stage carried out by the archiving teacher using the demonstration method has generally been carried out well, but there are several activities in the implementation steps of the demonstration method that have not been optimally implemented, such as in the activities of arranging student seating and preparing demonstration method tools and materials.

Ending Stage

The stage of ending the lesson is an activity to close the lesson by providing a comprehensive picture of what students have learned and knowing the level of student achievement, both knowledge, attitudes and skills related to the learning material that has been achieved. Teachers in the use of demonstration methods at the stage of ending the lesson have been able to carry out the lesson well. This can be seen from the teacher's ability to end the lesson where the teacher provides a conclusion of the learning material that has been implemented, evaluates student practice, and asks students back to find out whether students understand the demonstration process or not.

This is in line with Evaluation is a process to determine a condition, where a goal has been achieved. The purpose of learning evaluation is to obtain accurate information about the level of achievement of student instructional goals so that follow-up efforts can be made, describe the learning skills of students, find out the success of learning procedures, determine the follow-up of further evaluation results as a basis for making program improvements and providing accountability. (Li et al., 2018; Moreno et al., 2022).

CONCLUSION

Based on the results of the observation, interviews and discussions that have been explained, it can be concluded that the effectiveness of the use of the class X demonstration method in the archiving subject at SMK Nurul Qalam Makassar, including the GOLRI category, is quite effective as seen from the indicators of the use of the demonstration method in this study, namely the planning stage, the activity of formulating objectives carried out by the archiving subject teacher was carried out well and clearly even though the implementation of demonstration activities such as conducting demonstration tests and outlining demonstration steps has not yet been carried out. Next, the implementation stage of the demonstration learning carried out by the teacher runs smoothly and the activities at this stage are carried out optimally even though the provision of tools and practical materials and the arrangement of student seating that need to be considered are not yet optimal. Then the stage of ending the demonstration learning is carried out well by the teacher by conducting an evaluation at the end of the lesson with the aim of knowing the level of student achievement in the learning process.

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