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The Influence of the Application of the Demonstration Method on Student Learning Achievement on the Document Storage System Material of the OTKP Department at SMK Negeri 1 Makassar

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ABSTRACT

In the document storage system material, teaching strategies are needed to support the learning process. Because the material discusses archive systems or documents, types of documents, electronic documents, digital documents and so on. Learning goals will be achieved, if teachers strive to choose the right learning strategy. The learning strategy used by educators in the document storage system material is to use the demonstration method, so that educators will easily apply the material and students will easily understand and apply the theories obtained after the learning process. Choosing the right teaching strategy will increase student learning achievement in terms of skills or expertise. The purpose of the study is to examine the effect of the application of the demonstration method on student learning achievement on the document storage system material of the Department of Office Governance Automation at SMK Negeri 1 Makassar. The approach used is quantitative. Data analysis techniques are descriptive statistics and classical assumption tests. The results of the processing showed: (1) the variable of the application of the demonstration method (X), classified as good. (2) the variable of student learning achievement (Y), reviewed from the student's report card score on the document storage system material which is classified as a very high category with a good score range. (3) The correlation test of product moment is known to have a significant influence and has a moderate relationship. As well as for the simple linear regression test, it shows a positive and significant influence between the variables of the application of the demonstration method (X) on student learning achievement (Y) and the document storage system material at SMK Negeri 1 Makassar.

Keyword: application of demonstration methods, student learning achievement, document storage system

INTRODUCTION

The purpose of teaching and learning activities is to create learning achievements who can master theory in improving their skills. Learning achievement is a measurement to determine student progress reviewed from report card scores, including the value of knowledge, skills and attitudes achieved after following the learning process, (Arhas et al., 2023; Darwis et al., 2023; Niswaty et al., 2021) The success of learning activities is known from the learning achievements they achieve are manifested through numbers or grades. If a student can find out the progress achieved after learning, the student will continue to be enthusiastic about improving his or her learning achievement. Theory of variable student learning achievement. Student learning achievement can be seen from the results of an effective learning process, which includes attitudes, knowledge, and skills (Arhas et al., 2022; Wahyuni & Arhas, 2024). Based on this opinion, student learning achievement includes learning outcomes from student report cards that contain the value of attitudes, knowledge

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and skills. The main task of a teacher is not only to teach but to train students to have the character of the expertise of the department they are engaged in . Teachers strive to guide and direct students to understand the entire learning. Educators must have a lot of knowledge such as how to approach students, the selection of learning strategies, learning methods.

The results of the research that are relevant to the title of the research include: according to a study conducted by Kurniawan (11402244013), from the Department of Administrative Education, Faculty of Economics, Yogyakarta State University in 2015 with the title "Application of Demonstration Method on Archival Subject Matter to Improve the Learning Achievement of Class X Students Competency in Office Administration Skills of SMK YPE Sawunggalih Kutoarjo". The results of Kurniawan's research that "the use of the demonstration method can improve the learning achievement of class X students in the Archival Subject Matter, especially in the incoming and outgoing letter materials. The average student completion score in the first cycle was (81.57 percent) and increased in the second cycle to (89.47 percent)". Meanwhile, according to research conducted by Yusuf (16.1100.002), a student of the Faculty of Tarbiyah, State Islamic Institute (IAIN) Pare-Pare in 2021 with the research title "The Effect of the Application of the Demonstration Method on Students' Psychomotor Ability in Fiqh Subjects Class VII MTS Rahmatul Asri Maroangin, Enrekang Regency". The results of the study "there was a significant influence between the application of the demonstration method on the psychomotor ability of students at MTS Rahmatul Asri and the influence given as much as (18.2 percent)". Based on the relevant research, therefore the author conducted this research related to the application of the demonstration method because this method is very important for document storage system materials that are able to improve learning skills.

According to (Damanik et al., 2022) stated that teachers as educators must always create more interesting learning, use methods according to the subject matter, varied methods, actively involve students in the teaching and learning process, practice the process of storing and rediscovering archives. One of the right methods to use is to use the demonstration method. The demonstration method has the advantage of making students more focused on what is demonstrated, more interested in following the learning applied by the educator, both in terms of practice and accompanied by oral explanations from the teacher. The vocational school at SMK Negeri 1 Makassar has expertise competencies in the office sector, namely with the Department of Office Governance Automation (OTKP), and now the department has been changed to Business Institution Office Management (MPLB). One of the materials in the MPLB department is the document storage system. Document storage system material is called archival subjects, where this material discusses archive systems or documents, types of documents, electronic documents, digital documents and so on related to document storage. The document storage system is divided into five sub-learning materials, namely the alphabet system, subject, number, date and region. The purpose of studying this material is to make it easier to find letters because at the time of discovery the letter is classified as the type of letter and the letter has been neatly arranged and structured, so it is easy to find quickly. Thus, a suitable strategy is needed so that the learning objectives are maximally achieved.

The strategy carried out by educators in the document storage system material is to use the demonstration method, so that educators will easily apply the material and students will easily understand well and can directly apply the theory obtained after the learning process ends. Based on observations made on April 12, 2023 at SMK Negeri 1 Makassar school, it was found that students did not apply the demonstration method in the document storage system material. This is known from the application of a teacher-centered, not student-centered demonstration method. The demonstration method is the right method with material that demonstrates using props. The document storage system material discusses five sub-materials of the storage system, namely the alphabet system, subject, number, date and region,

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from the discussion of the material requires a demonstration method to be able to understand the procedure of the document storage system. One of the advantages of the demonstration method is that it can improve students' skills.

The application of the material used is mostly recording theory rather than demonstrating the material directly in front of the class. Document storage system materials are usually used by teachers in the form of direct lectures and do not demonstrate the function of the flow of the material to be discussed. The cause of the lack of improvement in learning achievement in document storage system materials is due to students not paying attention to explanations from teachers, bored of participating in learning, and not being motivated in learning. Therefore, this research will be followed up with the title "The Effect of the Application of the Demonstration Method on Student Learning Achievement on Document Storage System Materials of the OTKP Department at SMK Negeri 1 Makassar".

METHOD

The approach used is quantitative. The quantitative approach is an approach that analyzes using statistics (SPSS) by producing data in the form of numbers, (Sugiyono, 2022). This type of research is associative, where the research examines the relationship between independent variables and bound variables, (Kurniawan, 2018; Sugiyono, 2022). The independent variable, namely the application of the demonstration method with the symbol X and the bound variable, namely the learning achievement of students with the symbol Y. The variable for the application of the demonstration method has indicators, namely the preparation stage, the implementation stage, and the steps to end the demonstration. Based on the information that has been found at SMK Negeri 1 Makasssar, the object of the study is the participants of the OTKP class who study storage system (archival) materials. The total population is 139 and the sample is 103 students. The sample was drawn using the Issac and Michael table, with a research error rate of 5 percent, (Riawati, 2022). Data collection techniques, namely questionnaires, interviews, and documentation, (Sugiyono, 2022). Meanwhile, the data analysis technique uses descriptive formulas and hypothesis testing of classical assumption tests, (Sutisna, 2020).

RESULT AND DISCUSSION

The variable data collection technique of the demonstration method application is a questionnaire instrument, with a sample of 103 with 24 questions, and a Likert scale measurement consisting of 1-5 alternative answers is used. The research used IBM Statistics SPSS 25 statistical formula and Microsoft Excel. The following are the results of the research analysis, including:

Overview of Variables Applying the Demonstration Method

The Descriptive analysis is an analysis that describes or describes the results of the variable research on the application of the demonstration method on the document storage system material at SMKN 1 Makassar. Descriptive analysis uses a statistical formula that includes percentage, mean and standard deviation. The following is the processing of indicators for the application of the demonstration method.

Table 1. Descriptive Analysis of Variable Indicators of Demonstration Method (X)

Indicator	n	N	Achievements %)	Category
Preparation stage	2479	3090	80.23	Good

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Implementation stage	5760	7210	79.89	Good
Steps to end the demonstration	1589	2060	77.14	Good
Jumlah	**9828**	**12360**	**79.51**	**Good**

Source: Excel Data Analysis for Overall Variable X Questionnaire Indicator Item

Based on table 1, it shows that the total of the variable indicators for the application of the demonstration method is classified as good with a percentage level of 79.51 percent, and has an average value of 95.42, as well as a standard deviation value of 7,058.

The application of the demonstration method is a stage in which the teacher prepares learning materials whose learning process uses a practical flow, such as explaining or demonstrating the flow of an object using real objects or can be in the form of artificial objects. The theory that is in accordance with this opinion according to, (Endayani et al., 2020) The demonstration method can strengthen students' understanding of learning, because the demonstration method discusses students' curiosity in learning the material and demonstrates the material taught by the teacher in front of the class". The application of the demonstration method was carried out at SMK Negeri 1 Makassar on the document storage system material. The material of the document storage system or archives has quite a lot of discussions, one of which is the document storage system based on the alphabetical system, subject, date, number, and region. All discussions of the material require a demonstration method so that the storage system procedures can be understood. Not only centered on the teacher, but students can apply the demonstration method in the classroom to get students used to practicing in front of them and students' skills can also improve from the use of the demonstration method.

Even though the archival teacher of the OTKP department at SMK Negeri 1 Makassar only practiced once, he also made a folder holder for storing letters. But the teacher has demonstrated various materials on the board by providing illustrations or descriptions such as how to index based on the storage system to be learned; how to sort or group the types of incoming or outgoing mail or group them based on the type of mail based on the storage system to be studied; How to store a letter based on the type of letter. Even though they only demonstrate on the board, many students become understanding in terms of student report card scores. The facilities and infrastructure for the practice of document storage flow are not complete, so the archival teacher at SMK Negeri 1 Makassar took the initiative to demonstrate on the blackboard by providing an overview of how to store letters starting from how to index incoming and outgoing letters, how to sort the letters, and how to store letters. The results of the research at SMKN 1 Makassar show that the application of the demonstration method is in the good category. The indicators used in the variables for the application of the demonstration method are the demonstration preparation stage, the demonstration implementation stage, and the steps to end the demonstration. According to (Darmawan et al., 2023; Suprihatiningrum, 2016) that the steps of the demonstration method are in the form of a preparatory stage; The implementation stage is divided into two, namely the opening step of the demonstration and the implementation of the demonstration; steps to end the demonstration.

The demonstration preparation stage is the first indicator of the variable of the application of the demonstration method. The preparation stage is an initial stage, where the teacher plans learning in the classroom. These steps include the formulation of learning objectives; teachers make stages of demonstration methods that will be applied in the classroom; The educator indicates the necessary equipment trials. The opinion according to (Nahdi et al., 2018) that the preparation stage carried out by the teacher before learning is implemented, namely preparing everything needed in learning activities starting from

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compiling demonstration steps based on materials, evaluations, learning resources, learning media, and preparing tools and materials.

Based on the results of the research in the preparatory stage at SMKN 1 Makassar, teachers often formulate learning objectives after the material process ends; The teacher made demonstration steps that would be applied in the classroom, but the demonstration procedure was not explained, because it directly demonstrated the material; Teachers sometimes show demonstrations of demonstration equipment, because the learning time is quite limited. Often teachers show equipment that will be demonstrated on the whiteboard online such as showing equipment such as pictures of incoming and outgoing letters; create control cards; Making an agenda book to index letters, making guides from colored HVS paper, and other filing cabinet equipment for the process of storing indexed documents. The results of data processing in the preparatory stage at SMKN 1 Makassar are classified as good with a percentage rate of 80.23 percent. Thus, the results of the study stated that the preparatory stage was carried out well, with the total number of preparatory stage items being 2479 from the score of the number of statements of the preparatory stage questionnaire items of 3090. With this data, it is stated that some of the question items have been in accordance with the preparation stage in the application of the demonstration method, but some of the question items are not applied by the teacher.

The demonstration implementation stage is the second indicator of the variable of the implementation of the demonstration method. The procedure for implementing demonstrations is divided into two types of stages, the first is the opening and implementation of demonstrations. The procedure for opening the demonstration contains teachers arranging student seats; teachers state the goals that students want to achieve; The teacher puts forward the tasks that the students must carry out. The steps to implement the demonstration consist of teachers starting the demonstration with activities to stimulate students to think; creating a soothing atmosphere; providing opportunities for students to actively think further as seen from the learning process. As for according to (Darwis & Rifai, 2022) that the steps of the implementation stage in the demonstration method are to start the demonstration with activities that stimulate students to think; create a soothing atmosphere by avoiding a tense atmosphere; ensuring that all students follow the course of the demonstration; providing opportunities for students to actively think further according to what they see from the demonstration process.

Based on this opinion, the result of the research in the stage of implementing the demonstration at SMK Negeri 1 Makassar is the opening of the demonstration at the school, sometimes the teacher arranges the students' seats because the material they want to convey is quite long; Before the implementation of the demonstration is carried out, the teacher often explains the goals to be achieved; And teachers often explain the activities that students must do, during the implementation of the demonstration. The steps to implement the demonstration are carried out by sometimes the teacher gives questions that make students think; teachers often create a soothing atmosphere; students declare confident in participating in learning; Teachers often provide opportunities to conclude the material.

Based on the results of data processing, it shows that the implementation stage indicators are classified into categories, namely good with a percentage rate of 79.88 percent, from the total number of answers to the questionnaire items of 5760, with a total of 7210 implementation stage indicator items. Thus proving that most teachers sometimes apply the implementation of demonstrations, because the material explained is a lot and usually teachers go directly to the learning material by demonstrating the material material. Archival teachers rarely apply materials with real material equipment. The way to convey the material is to often explain the material on the board by demonstrating the material and providing several types of incoming and outgoing letters which are carried out in indexing the storage

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system based on the alphabetical system, subject, number, date, region, by the way the teacher gives illustrations.

The step to end the demonstration is one of the third indicators on the variable of the application of the demonstration method (X). The stage of ending the demonstration is the stage where an archival teacher will end the learning process by honing knowledge and skills after the learning process. The step to end the demonstration is intended to provide an assignment, either in the form of providing an evaluation by re-demonstrating and honing students' thinking skills after the learning process ends. The indicator of the steps to end the demonstration is carried out by the teacher's efforts to find out that students can demonstrate the material they are learning.

The indicators of the demonstration method contain explanations, namely first, the teacher gives tasks related to the implementation of demonstrating the material; second, the teacher makes conclusions about the learning process; Third, conducting a joint evaluation between teachers and students regarding the implementation of the demonstration method. As for according to, (Purwandira et al., 2018) that the concluding stage is carried out with several activities that stimulate students to sharpen their minds such as assigning assignments either independently or in groups; giving an evaluation task with students, which is meant by evaluation related to the demonstration process that has been carried out by teachers". The results of the research carried out at SMKN 1 Makassar are that the teacher asks students to demonstrate the theory by providing pictures on the blackboard about what the teacher has explained, such as demonstrating how to index letters correctly based on the storage system; sorting letters; demonstrate how to write in the agenda book; and teachers often give individual tasks related to the implementation of demonstrations.

Based on the results of data processing on statement items or questionnaires (questionnaires) showing that the indicators of the steps to end the demonstration are classified as good with a percentage level of 77.14 percent, from the total score of the overall score of the indicators of the steps to end the demonstration of 1589, with the total score of the total items of the statement of the indicators of the steps to end the demonstration of 2060. Thus, proving that many students answered often which shows that after the learning process ends, the teacher hones students' abilities by providing assignments and learning evaluations related to what the teacher demonstrates. However, some students answered that they only gave a conclusion of the material at the end of the document storage system.

Overview of Student Learning Achievement Variables (Y)

To see an overview of the variables of student learning achievement, it is known from table 2:

Table 2. Overview of Student Learning Achievement Variables (Y)

Interval Class	Category	Frequency	Percentage (%)
88-90	Very good	32	31.00
85-87	**Good**	**46**	**45.00**
82-84	Enough	22	21.00
79-81	Not enough	3	3.00
Total		**103**	**100.0**

Sumber: Analisis data Excel dari akumulasi rata-rata nilai rapor siswa variabel (Y)

Based on table 2, data obtained from the document storage system material of the OTKP department at SMK Negeri 1 Makassar is in the range of report card scores for semesters 1 and 2 is 85-87 which is classified as good with a percentage formula value of 82.81 percent which is included in the very high category. It also has a mean of 82.82 and a standard

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deviation of 2.235. The results of this data processing show an overview of student learning achievement reviewed by student report card scores including aspects of knowledge, skills, and attitudes are rated very high with a good score range of 46 respondents.

Student learning achievement is known from the average report card score generated during the learning process. The research variables were carried out at SMKN 1 Makassar, class XII OTKP 1-4, semesters 1 and 2 on document storage system or archive material. Learning achievement is a measurement or assessment in the form of numbers that show that students understand the learning process. The assessment includes knowledge, attitudes and skills that are used as a benchmark for student learning outcomes to be achieved well. This assessment embodies the entire task of knowledge, skills and attitudes.

Based on this, in accordance with the theory, (Rosyid, 2021) states that student learning achievement can be seen from the results of an effective learning process that includes attitudes, knowledge, and skills. Meanwhile, according to (Marpaung, 2015) that learning achievement is the result obtained by a person through learning efforts in the form of the ability to achieve knowledge, skills and attitudes in terms of learning, understanding and doing tasks expressed in the form of grades. Therefore, the author takes this opinion, because the student's report card score includes the value of knowledge, skills and attitudes.

The Influence of the Application of the Demonstration Method on Student Learning Achievement

The purpose of the classic assumption is to test the condition of the data before conducting further data analysis, so that the data obtained has accuracy in conducting research. The formula for testing classical assumptions is a test of normality, linearity, and correlation of product moments, and simple linear regression. First, the data normality test was carried out as follows:

Table 3: Data Normality Test Results

One-Sample Kolmogrov-Smirnov Test		
		Unstandardiz ed Residual
N		103
Normal Parameters[a.b]	Mean	.0000000
	Std. Deviation	1.99804965
Most Extreme Differences	Absolute	.076
	Positive	.076
	Negative	-.062
Test Statistics		.076
Asymp. Sig.(2-tailed)		**.164**[c]

Source: Statistics (IBM SPSS 25 Application)

Based on table 3, it shows that the normality data processing obtained a significance value of 0.164 >0.05, so it is interpreted that the data has a normal residual value, because it has met the criteria for the normality test. With these criteria, if the significance > 0.05, then the data is normal. The next data processing result is data linearity, where the test is to find out whether the relationship is linear or not, which is known in table 4.

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Table 4: Data Linearity Test

Anova Table							
			Sum of Squares	df	Mean Square	F	Sig.
Student Learning Achievement*	Between Groups	Combined	251.128	29	8.660	2.447	.001
		Linearity	102.291	1	102.291	28.902	.000
		Deviation From Linearity	148.838	28	5.316	1.502	**.085**
Application of Demonstration Method*	Within Groups		258.367	73	3.539		
	Total		**509.495**	**102**			

Source: Statistics (IBM SPSS 25 Application)

Based on table 4, it shows that the linearity test is obtained from the value of sig. The deviation from linearity is 0.085 > 0.05, so it is interpreted that the data has a linear relationship, because it has met the requirements of the decision criteria. With these decision-making criteria, if the deviation form linearity (sig) score is >0.05, it means that there is a linear relationship. Then the product moment correlation was carried out with the aim of finding out the influence and degree of the relationship between the research variables, as seen in table 5.

Table 5: Product Moment Correlation Test

Correlations			
		Application of the Demonstration Method	Student Learning Achievement
Application of the Demonstration Method	Pearson Correlation	1	**.448****
	Sig.(2-tailed)		**.000**
	N	103	103
Student Learning Achievement	Pearson Correlation	**.448****	1
	Sig.(2-tailed)	**.000**	
	N	103	103

*. Correlation is significant at the 0.01 level (2-tailed)

Source: Statistics (IBM SPSS 25 Application)

Based on table 5, it shows that the processing of product moment correlation data is known that each research variable has a significance value of 0.000 < 0.05 and the table calculation is 0.448>>0.192, so it can be interpreted that it has a significant influence and there is a moderate relationship. Because the calculation value is around the value (0.40-0.599), so that it obtains a medium relationship category. After that, a simple linear regression test was carried out with various formulas, namely the T test, the determination coefficient and the linear equation. With the aim of finding out the degree of positive influence or not. First, a t-test is carried out in table 7.

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Table 6: Test T

Coefficient[a]						
	Model	Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. Error	Betta		
1	(constant)	69.277	2.695		25.705	.000
	Demonstration Method	.142	.028	.448	**5.037**	**.000**
Variabel Dependent : Student learning achievement						

Source: Statistics (IBM SPSS application version 25)

Based on table 6, it shows that the t-test data processing is known to have significance of 0.000 < 0.05 and tcal 5.037 > ttable 1.659, so it is interpreted that the research variable data has a significant relationship between the application of the demonstration method to student learning achievement. Next, a determination coefficient test was carried out to determine the magnitude of the influence of the research variables in table 7.

Table 7: Coefficient of Determination Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	**.448[a]**	**.201**	.193	2.008

a. Predictors: (constant), Application of the demonstration method
b. Dependent variabel, Student Learning Achievement

Source: Statistics (IBM SPSS 25 Application)

Based on table 7, it shows that the data processing of the determination coefficient is known to be 0.448 and the determination coefficient (R Square) is 0.201. The results of data processing concluded that the determination coefficient test had an influence of 20.1 percent and the remaining value was due to other variables that were not explained in the study. To see the form of positive or negative influence, it can be seen from the linear regression equation table 8.

Table 8: Simple Linear Regression Equation Test

coefficients[a]					
	Model	Unstandardized coefficient	Standardized coefficients	t	Sig.
		B	Betta		
1	(constant)	**69.277**		25.705	.000
	Demonstration Method	**.142**	.448	5.037	.000
c. Dependent variabel: prestasi belajar siswa					

Source: Statistics (IBM SPSS 25 Application)

Based on table 8, it shows that the linear regression equation is Y= 69.277 +0.142, from the data processing it is known that the constant value is the variable of the application of the demonstration method of 69.277, then the learning achievement variable increases by 69.277. In addition, the value of the regression coefficient is the variable for the application of the demonstration method of 0.142, so if the coefficient increases by 1 percent, so the Y variable also increases by 0.142. The value of the linear regression equation shows a positive sign (+), meaning that there is a unidirectional relationship, so it is concluded that every time there is an increase in the variable of the application of the demonstration method (X), the variable of

student learning achievement (Y) also increases in the material of the demonstration storage system.

The influence obtained is known from the research hypothesis which means the influence and relationship of the application of the demonstration method on learning achievement at SMKN 1 Makassar. This is proven from the product moment correlation test obtained is a calculation > a table with a significant score of 0.000 > 0.05, so it is interpreted to have an influence and a moderate relationship between the variables in this study. In addition, it is known that the simple linear regression test obtained a correlation value or variable relationship of the demonstration method to learning achievement of 20.1 percent.

The theory put forward by (Darwis & Rifai, 2022) stated that "the application of the demonstration method can improve student learning outcomes in archival materials, as well as improve student learning activities better with the first cycle with an average score of 59 and cycle II showing that the average student learning outcome is increasing to 80. Based on the data obtained, it shows that the learning of archival materials in the alphabet system archive storage system using the overall demonstration method in cycles I and II has increased student learning outcomes". Based on this opinion, the author takes the variable of the demonstration method because it is very important in the material of the document storage system, because the material greatly affects the learning outcomes of students using demonstration techniques with the help of props to explain the flow of the understanding process that the teacher wants to convey.

CONCLUSION

The results of the research at SMKN 1 Makassar are 1) The description of the implementation of the demonstration method at SMKN 1 Makassar is classified as good, which shows that the application of the demonstration method is good. Although there are classes that do not explain the steps of the demonstration method because there is a lot of material to be delivered. In addition, there is a shortage of practical materials and equipment, so teachers often demonstrate on the board by illustrating the material they want to discuss; 2) An overview of the learning achievement of students majoring in OTKP at SMKN 1 Makassar on the document storage system material is classified as a very high category with a good score range.; and 3) The results of product moment correlation test data processing showed a significant influence and had a moderate relationship between the two research variables. Meanwhile, the simple linear regression test showed a positive and significant influence between the variables of the application of the demonstration method on student learning achievement on the document storage system material of the OTKP department at SMKN 1 Makassar.

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