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Exploring the Demonstration Method in Archival Learning: A Descriptive Approach

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ABSTRACT

This study aims to describe the effectiveness of the demonstration method in archival learning in terms of content understanding, learning motivation, active engagement, and students' practical skills. The study employed a quantitative descriptive approach. The population consisted of 88 students, with a sample of 44 students selected using simple random sampling. Data were collected through a Likert-scale questionnaire and analyzed using descriptive percentage techniques. The results indicate that the demonstration method has a positive impact on archival learning. In terms of learning motivation and active engagement, most students fall into high and very high categories, suggesting that the method effectively enhances students' interest and participation. For content understanding, the majority of students are in the moderate category with a tendency toward higher levels, indicating that the method is sufficiently effective in supporting students' comprehension of archival concepts and procedures. Meanwhile, in terms of practical skills, the results are dominated by the moderate category, suggesting that students are able to follow demonstrated procedures but have not yet achieved optimal mastery. Overall, the demonstration method is effective as an instructional strategy for enhancing motivation and engagement, as well as supporting basic understanding in archival learning. However, to achieve higher-order understanding and optimal practical skill development, this method should be integrated with approaches that emphasize hands-on practice and active student involvement.

Keywords: demonstration method, archival studies, learning motivation, active engagement, practical skills

INTRODUCTION

The advancement of vocational education requires a balanced integration of conceptual understanding and practical competence aligned with workplace demands (Arhas, Arismunandar, et al., 2025; Arhas, Nasir, et al., 2025). In this regard, archival education presents unique characteristics, as it emphasizes not only theoretical knowledge but also procedural skills that require precision, systematic thinking, and consistency in execution. However, instructional practices in archival learning are still largely dominated by lecture-based approaches, which tend to position students as passive recipients of information and provide limited opportunities for developing

practical skills (Flynn, 2021; Sinn, 2013). This condition creates a gap between conceptual knowledge and its application in real-world contexts.

The limitations of teacher-centered instruction also affect students' motivation and engagement. When students are not actively involved in the learning process, their ability to construct meaningful understanding becomes constrained. Research indicates that learning strategies incorporating visual elements and experiential activities can significantly enhance attention, motivation, and knowledge retention (Fung & Ng, 2026; McCormick et al., 2018). This highlights the need for more interactive and context-based instructional approaches in archival education.

The demonstration method offers a promising alternative to address these challenges. By presenting processes and procedures directly, this method allows students to observe and understand how theoretical concepts are applied in practice. Such an approach facilitates meaningful learning, as students can connect abstract knowledge with concrete experiences. In archival education, demonstration is particularly relevant because it enables students to visualize essential processes such as classification, storage, and retrieval of records (Demiris & Seifried, 2024; Marino, 2018).

Nevertheless, despite its advantages, the effectiveness of the demonstration method in archival learning requires further investigation. While previous studies have shown its potential to enhance motivation and understanding, its impact on the development of practical skills remains limited. This limitation is often associated with the observational nature of demonstrations, which may not fully engage students in hands-on practice (Fung & Ng, 2026). Furthermore, there is a lack of comprehensive studies examining the simultaneous effects of the demonstration method on multiple learning outcomes within the context of archival education.

Moreover, the demands of the professional world emphasize the importance of graduates who possess not only theoretical knowledge but also practical and adaptive skills. Therefore, innovation in instructional strategies is essential to effectively integrate theory and practice. Research on the demonstration method is crucial as it provides empirical evidence to support the development of more relevant and adaptive learning models, including those that incorporate experiential learning and technological advancements (Gilliland et al., 2008; Pryse, 2025).

Based on the above considerations, this study aims to comprehensively examine the effectiveness of the demonstration method in archival learning by focusing on multiple learning outcomes, including content understanding, learning motivation, active engagement, and practical skills. The findings are expected to contribute to the development of more effective and innovative instructional strategies in vocational education.

Based on the background of the study, the research question is formulated as follows: how is the implementation of the demonstration method in archival learning within the Office Administration Education Study Program described in terms of content understanding, learning motivation, active engagement, and practical skills?. In line with the research question, the objective of this study is: to describe the implementation of the demonstration method in archival learning within the Office

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Administration Education Study Program in terms of content understanding, learning motivation, active engagement, and practical skills.

METHODS

This study uses a quantitative approach with a descriptive type of research. This approach is used to objectively describe how students respond to the application of demonstration methods in the learning process. The main focus of the research lies in the level of understanding, motivation, involvement, and practical ability of students after participating in learning with the demonstration method. This study does not aim to test the relationship between variables, but rather to provide an empirical picture of the effectiveness of the demonstration method in learning.

The population in this study is all students totaling 88 people who are programming archival courses. The research sample was determined to be 44 students or 50% of the total population. The sampling technique uses simple random sampling, so that each member of the population has an equal chance of being selected as a respondent. The selection of this technique aims to obtain representative data and reduce bias in the determination of the sample.

The instrument used in this study is a questionnaire which is prepared based on learning indicators with a demonstration method. The questionnaire was designed using a 5-point Likert scale to measure the level of approval of respondents to the statements given.

1. Content Understanding
   This aspect includes the ability of students to understand the material delivered through the demonstration method, as well as the ability of students to repeat the material briefly after the learning process has taken place.
2. Learning Motivation
   This aspect reflects the internal encouragement of students to participate in learning and students' interest in the use of demonstration methods in learning activities.
3. Active Engagement
   This aspect shows the level of student participation in learning activities as well as student activity during the demonstration process taking place in the classroom.
4. Practical Skills
   This aspect is related to the ability of students to practice the material that has been demonstrated by the teacher and the ability of students to apply the material in real activities.

The data obtained were analyzed using quantitative descriptive techniques with an interval approach. The respondents' answer scores are processed into percentages, then classified into certain categories based on predetermined intervals. The categories used are as follows: 81%–100% (very high), 61%–80% (high), 41%–60% (moderate), 21%–40% (low), and 0%–20% (very low).

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RESULT AND DISCUSSION

1. Content Understanding

When interpreted within the context of archival studies, the findings on content understanding suggest that the demonstration method is appropriate, yet not fully optimized. Most students fall into the moderate category (43%), followed by high (32%) and very high (23%). This pattern indicates that students are able to grasp archival concepts and procedures through demonstration, but their understanding remains at a functional level rather than a deeper conceptual mastery.

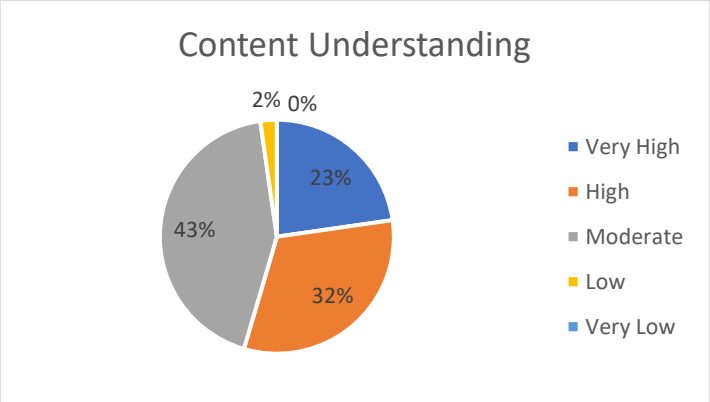

Figure 1: Overview of Content Understanding
Source: Data Processing 2026

In archival education, understanding extends beyond theoretical knowledge to include procedural competencies such as records classification, filing systems, storage, and retrieval processes. The dominance of the moderate category may imply that students can follow demonstrated steps, but have not yet fully internalized the underlying principles or developed independent application skills. They tend to understand while observing, yet may struggle to transfer that knowledge into new or varied situations.

The combined 55% in high and very high categories highlights the strength of demonstration in illustrating the systematic and practical nature of archival work. Direct visualization of processes, such as arranging records or applying filing systems, enables students to connect abstract concepts with real practices.

The very small proportion in the low category (2%) and the absence of very low responses indicate that nearly all students are able to follow the learning process effectively. This is particularly important in archival studies, where procedural accuracy is essential. The demonstration method appears to reduce fundamental misunderstandings.

Even so, the results suggest that demonstration alone is not sufficient. In archival learning, its effectiveness would be enhanced when combined with hands-on practice, case-based simulations, or project-based tasks. Such integration would help students move beyond observation toward actual skill mastery and independent application.

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The demonstration method has long been recognized as an effective instructional approach for facilitating students' understanding through direct visualization. Despite its strengths, this method does not necessarily lead to the development of higher-order understanding. In practice, demonstrations tend to support basic and procedural comprehension, while the advancement of deeper cognitive processing remains limited by several inherent constraints.

One of the primary issues lies in the tendency of demonstration-based instruction to promote surface-level engagement. Students often focus on observing the demonstrated procedures without actively constructing deeper meaning. As a result, their understanding remains context-bound and closely tied to the specific situation presented, limiting their ability to transfer knowledge to more complex or unfamiliar contexts (Butler & Morgan, 2007; Kim & Charoenphol, 2022; Ramadhani et al., 2024; Srimulana et al., 2025; Wren et al., 2009).

Practical constraints, including limited time and resources, further affect the effectiveness of this method. High-quality demonstrations require careful preparation, appropriate materials, and well-structured instructional design. In many educational settings, such constraints lead to simplified demonstrations that emphasize basic elements rather than exploring more abstract and complex concepts (Andriani et al., 2024; Fung & Ng, 2026; Kinzli et al., 2018).

Another contributing factor is the limited provision of feedback targeting higher-level conceptual understanding. During demonstrations, instructional focus often remains on procedural accuracy rather than conceptual depth. Consequently, students receive insufficient opportunities to engage in analytical thinking or to reflect critically on the underlying principles, which are essential for achieving advanced understanding (Butler & Morgan, 2007).

The strong emphasis on visual and practical aspects may also reduce opportunities for students to engage with theoretical foundations. Without adequate prior preparation, students tend to assume a passive role as observers, which limits their cognitive involvement. This condition hinders the integration of experiential learning with broader conceptual frameworks (Rao Bhagavathula et al., 2022).

Moreover, the effectiveness of the demonstration method is highly dependent on external factors such as student readiness, instructional quality, and the overall learning environment (Akib et al., 2024; Saleh & Ekaputri, 2026). In the absence of structured scaffolding or preparatory tasks, students may struggle to connect observed phenomena with deeper conceptual understanding.

To address these limitations, several pedagogical enhancements can be implemented. Integrating demonstration with complementary approaches, such as the Predict-Observe-Explain (POE) model, can foster active cognitive engagement by encouraging students to anticipate outcomes, observe processes, and articulate explanations Purwanto et al. (2019) Additionally, the use of emerging technologies, including augmented reality and interactive simulations, can bridge the gap between abstract concepts and concrete (Anuradha, 2025).

In conclusion, while the demonstration method is effective in promoting engagement and foundational understanding, its capacity to develop higher-order thinking remains limited. A more comprehensive instructional design that combines

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demonstration with reflective activities, hands-on practice, and meaningful feedback is essential to optimize deeper learning outcomes.

2. Learning Motivation

The findings on learning motivation reveal a more positive pattern compared to content understanding. The majority of students fall into the high (20 students) and very high (15 students) categories, while the remaining 9 students are in the moderate category, with no respondents in the lower categories. This distribution indicates that the demonstration method has a strong influence on enhancing students' motivation in archival studies.

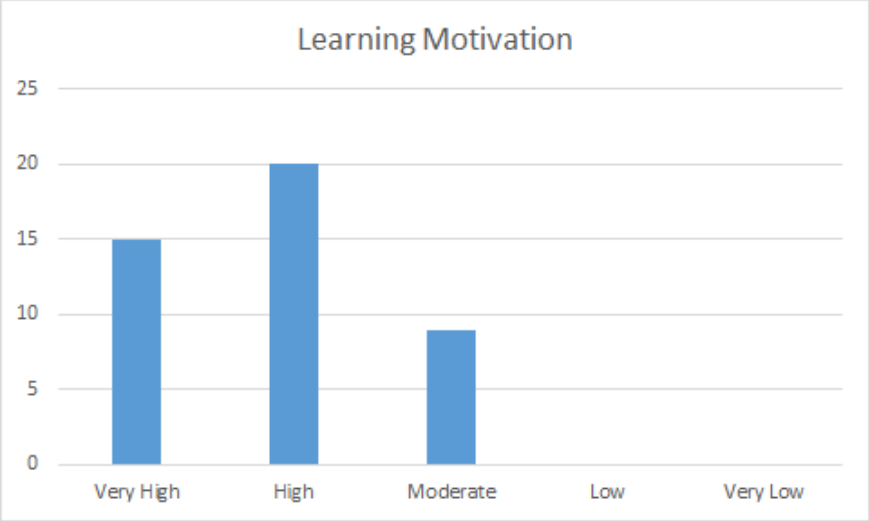

Figure 2: Overview of Learning Motivation
Source: Data Processing 2026

Within the context of archival education, which is inherently procedural and practice-oriented, this high level of motivation is understandable. The demonstration method provides a more concrete learning experience, allowing students to observe how archival processes are carried out in real situations. This direct exposure fosters both cognitive and emotional engagement, making learning more meaningful and relevant to practical applications.

The dominance of high and very high categories also suggests that demonstration reduces the monotony often associated with purely theoretical instruction. Activities involving observation, process visualization, and interaction with learning materials encourage students to participate more actively. This is particularly important in archival learning, where accuracy and consistency in procedures require strong motivation and attention.

At the same time, the presence of students in the moderate category indicates that the motivational impact is not evenly distributed. This variation may stem from differences in individual interest, limited opportunities for direct involvement during demonstrations, or a lack of instructional variation. When demonstrations are delivered in a predominantly one-way manner, student engagement may not reach its full potential.

Overall, these findings confirm that the demonstration method plays a significant role in enhancing students' learning motivation in archival education. Strengthening its implementation through increased student participation, hands-on practice, and more varied instructional strategies may further sustain and elevate motivation across all learners.

The demonstration method is widely acknowledged as an instructional approach that effectively enhances students' learning motivation. This effectiveness is closely linked to its ability to position learners not merely as passive recipients, but as active participants in the learning process. In practice, demonstrations do more than present information; they encourage students to engage cognitively through activities such as predicting outcomes, observing processes, and comparing observations with prior knowledge. Such engagement fosters meaningful learning experiences and contributes significantly to the development of intrinsic motivation (Barroso et al., 2008; Crouch et al., 2004; J. Morgan et al., 2007)

Another important aspect lies in the method's capacity to bridge abstract concepts with real-world applications. In procedural and practice-oriented subjects, such as archival studies, demonstrations allow students to directly observe how theoretical concepts are implemented in practice. This connection enhances the perceived relevance of the material, thereby increasing students' interest and engagement. When learners recognize the practical value of what they are studying, their motivation is strengthened as the learning process becomes more meaningful and applicable (Puspahaty, 2017; Srimulana et al., 2025).

The social dimension of demonstration-based learning also plays a significant role in shaping student motivation. Demonstrations are often accompanied by discussions, peer interaction, and collaborative activities. These interactions not only deepen understanding but also foster self-confidence and emotional involvement. A collaborative learning environment enables students to feel more connected to the learning process, which in turn sustains and enhances their motivation (Fusic et al., 2018)

Furthermore, the demonstration method provides opportunities for immediate feedback and reflective thinking. Students can directly observe the outcomes of demonstrated processes and evaluate whether these outcomes align with their initial predictions. This immediacy reinforces learning while maintaining students' interest. Timely and meaningful feedback is crucial in sustaining motivation, as it allows learners to perceive progress and make adjustments in real time (Barroso et al., 2008; J. R. Morgan et al., 2009).

In addition, the ability of demonstrations to reduce ambiguity contributes significantly to their motivational impact. Concepts that may initially appear complex or abstract become more accessible through visualization and experiential learning. This clarity minimizes confusion and frustration, which are often barriers to motivation. As students gain confidence in their understanding, they are more likely to engage actively and persist in the learning process (Schaaf & Klosky, 2003; Torrey, 2020).

In summary, the demonstration method enhances learning motivation through a combination of active engagement, contextual relevance, social interaction, and immediate feedback. Its effectiveness, however, depends largely on how it is

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implemented. Integrating demonstrations with complementary instructional strategies and increasing opportunities for active student participation can further strengthen its role in fostering sustained learning motivation.

3. Active Engagement

The findings on active engagement reveal a strong tendency toward high levels of student involvement. The majority of students fall into the very high category (24 students), followed by high (11 students), while only a small number are in the moderate (8 students) and low (1 student) categories. No students are classified as very low. This distribution indicates that the demonstration method plays a significant role in fostering active engagement in archival learning.

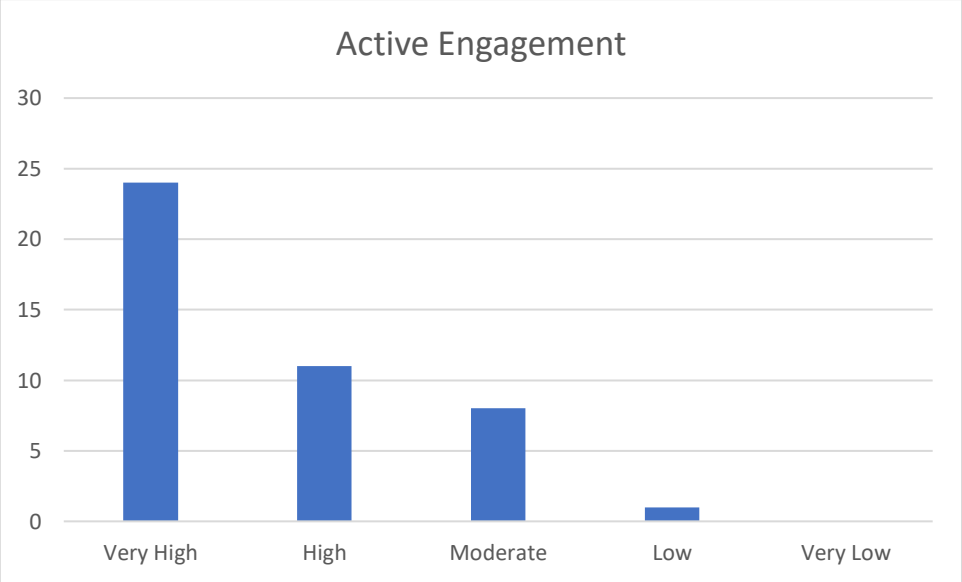

Figure 3: Overview of Active Engagement
Source: Data Processing 2026

Within the context of archival education, this pattern is understandable given the nature of the demonstration method, which presents procedural activities in a direct and observable manner. When students are exposed to real-time demonstrations of archival processes, their attention becomes more focused. Engagement emerges not only through observation but also through cognitive responses, such as following procedural steps, understanding tool functions, and connecting processes to real-world applications. This creates a learning environment where students are mentally as well as physically involved.

The dominance of the very high category suggests that demonstration effectively creates a dynamic and stimulating learning atmosphere. Compared to more passive instructional approaches, demonstration provides visual and contextual stimuli that sustain students' attention. This is particularly relevant in archival studies, where the content may otherwise be perceived as technical or routine. Through demonstration, learning becomes more vivid and meaningful.

At the same time, the presence of students in the moderate and low categories indicates that engagement is not yet evenly distributed. This may occur when demonstrations are predominantly teacher-centered, limiting opportunities for

students to actively participate. In such situations, students may remain attentive but not fully engaged in constructing their own understanding or contributing to the learning process.

Overall, these findings confirm that the demonstration method is highly effective in enhancing active engagement in archival education. Strengthening its implementation by incorporating hands-on activities, simulations, and task-based learning could further expand and equalize student participation, ensuring that engagement is not only high but also more evenly distributed across learners.

The high level of active engagement generated through the demonstration method is not incidental but rather the result of the integration of multiple dimensions of learning that reinforce one another. This method activates not only students' cognitive processes but also their emotional and interactive involvement simultaneously. Such integration transforms the learning experience into a dynamic process in which students do not merely receive information but actively participate in constructing knowledge.

From a cognitive perspective, the demonstration method encourages deeper information processing. Activities such as observing procedures, understanding sequences of actions, and relating concepts to real-world contexts require higher levels of mental engagement compared to passive learning approaches. In this regard, demonstration functions as a bridge between theory and practice, enabling students to comprehend not only "what" but also "how" and "why" concepts are applied. This form of cognitive engagement has been shown to enhance both learning quality and knowledge retention ((Asril et al., 2025; Hoak & Richards, 2020; Saleh & Elfira, 2025).

In addition to cognitive engagement, the demonstration method also stimulates emotional involvement. Learning experiences that present observable and tangible phenomena tend to evoke curiosity, enthusiasm, and heightened interest. These emotional responses play a crucial role in fostering intrinsic motivation, as students perceive the learning process as meaningful and relevant. When students experience positive emotional engagement, they are more likely to remain focused and persist in their learning activities (Pavlova & Sanger, 2020).

The interactive dimension further contributes to the high level of engagement observed. Demonstration-based instruction is often accompanied by discussions, collaborative activities, and the exchange of ideas among students. Such interactions create a participatory learning environment in which students engage not only with the content but also with their peers. This social engagement enhances students' sense of belonging and strengthens their overall participation in the learning process (Mshayisa, 2020).

Moreover, the demonstration method aligns closely with constructivist and experiential learning principles. Students are positioned as active agents who construct knowledge through direct experience and reflection rather than passive recipients of information. This approach enables learners to connect abstract concepts with practical applications, making learning more contextualized and meaningful. The integration of experience and reflection has been shown to significantly enhance both student engagement and academic performance (Faria et al., 2025).

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Furthermore, the physical dimension of engagement inherent in demonstrations also plays an important role. When students are involved not only cognitively but also through observation and action, there is a synergy between thinking and doing. This dual engagement enhances focus, strengthens understanding, and creates a more holistic learning experience. In simulation-based learning environments, such engagement has been found to significantly improve participation and interaction quality (Wang & Ji, 2021).

In conclusion, the demonstration method leads to very high levels of active engagement because it effectively integrates cognitive, emotional, social, and physical dimensions of learning. This approach promotes not only surface-level participation but also deeper and more meaningful involvement, thereby contributing to the overall effectiveness of the learning process.

4. Practical Skills

The findings on practical skills reveal a pattern that differs from those observed in motivation and engagement. The distribution is dominated by the moderate category (43%), followed by high (32%) and very high (21%), while low (2%) and very low (2%) appear only in minimal proportions. This pattern suggests that although the demonstration method supports students in understanding and following procedures, the development of practical skills has not yet reached an optimal level.

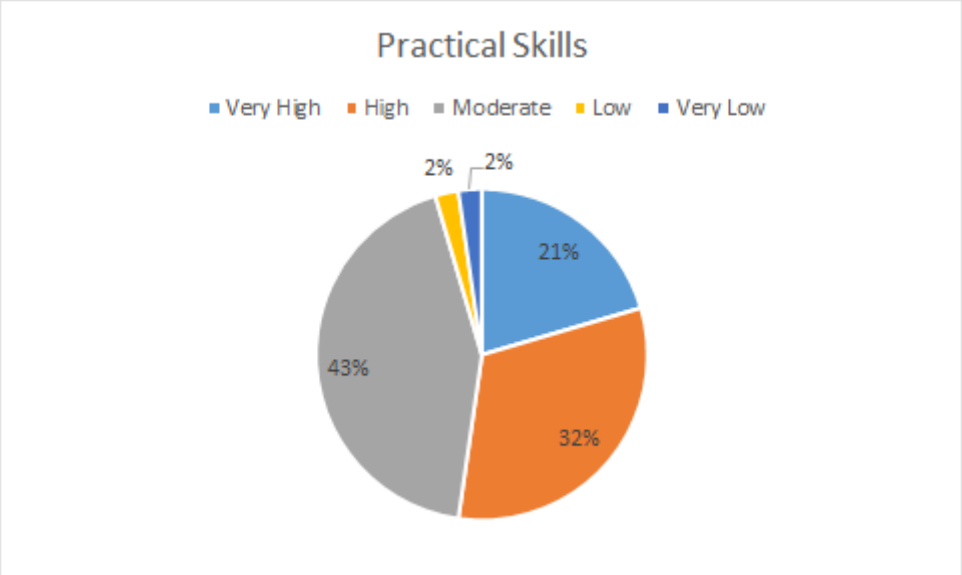

Figure 4: Overview of Practical Skills
Source: Data Processing 2026

In the context of archival studies, practical skills are essential, as they directly relate to the ability to perform tasks such as classifying, storing, and retrieving records. The dominance of the moderate category indicates that students are generally in replicating demonstrated procedures, yet they may not be fully capable of applying these skills independently in more complex or varied situations. In other words, procedural understanding is present, but it has not fully evolved into mastery.

This condition can be explained by the nature of the demonstration method, which primarily emphasizes observation. Students gain a clear visualization of processes, but

opportunities for hands-on practice are often limited. As a result, learning tends to remain at the level of observing and understanding rather than performing and mastering. In the development of practical skills, the distinction between “seeing” and “doing” becomes particularly significant.

At the same time, the combined proportion of students in the high and very high categories indicates that the demonstration method still contributes positively. For some students, clear and structured visualization accelerates the acquisition of skills. However, the findings also suggest variability in learning outcomes, where not all students benefit equally in terms of skill mastery.

The very small percentage in the low and very low categories indicates that the demonstration method is effective in providing a foundational level of practical competence for nearly all students. Few students experience serious difficulties in grasping basic procedures. Nevertheless, to achieve a higher level of skill development, additional instructional strategies that emphasize active practice are necessary.

Overall, these results highlight that the demonstration method serves as an effective starting point for developing practical skills in archival education. Its effectiveness, however, can be significantly enhanced when combined with hands-on practice, simulations, or task-based learning. Such integration enables students not only to understand how processes are carried out but also to perform them independently and consistently.

The predominance of the moderate category in practical skills, despite the implementation of the demonstration method, reflects a gap between procedural understanding and actual skill mastery. This phenomenon does not necessarily indicate a failure of the demonstration method itself but rather highlights its inherent limitations in fostering comprehensive psychomotor competence. In instructional practice, demonstrations tend to position students as observers who gain visual representations of procedures yet may not provide sufficient opportunities for learners to engage directly and repeatedly in performing those procedures.

One contributing factor is the tendency toward passive engagement. While demonstrations are effective in capturing attention and facilitating initial understanding, the development of practical skills requires active participation involving direct action. Without opportunities to practice, make errors, and refine performance independently, skill acquisition often remains at the level of imitation. This aligns with the view that observation alone is insufficient for achieving advanced levels of skill mastery (Barroso et al., 2008).

Moreover, the acquisition of practical skills relies heavily on structured and repeated practice. Repetition in skill learning is not merely mechanical duplication but requires variation, appropriate intervals, and continuous feedback to promote meaningful improvement. In many instructional settings, the demonstration method does not fully incorporate these elements, resulting in limited experiential learning. Consequently, students’ skills tend to remain at a moderate level rather than progressing toward automaticity and adaptability (Batson, 2007; Patel et al., 2017).

Motivational and self-efficacy factors also play a significant role in shaping skill development. Students differ in their confidence and readiness to engage in practical tasks. A demonstration-centered approach, which emphasizes teacher-led modeling,

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may not adequately address these individual differences. Students with lower motivation or self-efficacy may be less inclined to actively participate, thereby limiting their skill advancement (Okolie et al., 2022; Sharma et al., 2025).

From an instructional design perspective, another limitation lies in the lack of immediate and individualized feedback. Feedback is essential in skill-based learning, as it enables learners to identify errors and refine their techniques. Without sufficient feedback, students may struggle to improve their performance effectively. Furthermore, the effectiveness of demonstrations depends on how they are integrated with complementary strategies, such as guided practice and structured instruction (Dias et al., 2025; Sadideen & Kneebone, 2012).

In conclusion, the dominance of the moderate category in practical skills suggests that the demonstration method is more effective as an introductory and modeling tool rather than as a means of achieving advanced mastery. To address this limitation, a more comprehensive instructional approach is required, integrating demonstrations with hands-on practice, structured repetition, and continuous feedback. Such an approach would enable students to move beyond observation and imitation toward independent and proficient performance.

CONCLUSION

Based on the findings of this study, it can be concluded that the demonstration method plays a significant role in archival learning, particularly in enhancing students' learning motivation and active engagement. The results indicate that most students fall into high and very high categories in terms of motivation and engagement, suggesting that the demonstration method is effective in creating a more engaging, contextual, and interactive learning environment.

In terms of content understanding, the findings show that the majority of students are in the moderate category, with a tendency toward higher levels. This suggests that while the demonstration method is effective in supporting students' understanding of archival concepts and procedures, it has not yet fully facilitated the development of higher-order, analytical, and reflective understanding.

Regarding practical skills, the results reveal a predominance of the moderate category, indicating that students are generally able to follow and replicate demonstrated procedures but have not yet achieved independent and consistent mastery. This finding highlights that the demonstration method is more effective in building foundational skills rather than developing advanced practical competence.

Overall, the demonstration method proves to be an effective initial instructional strategy that enhances students' attention, motivation, and engagement in archival education. However, to achieve more optimal learning outcomes, particularly in higher-order understanding and practical skill mastery, this method should be integrated with other approaches that emphasize active student involvement, such as hands-on practice, simulations, and task-based learning. Such integration would

enable students not only to observe and understand but also to apply and master the skills in a meaningful way.

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