

Optimizing Democratic Learning: Exploring the Efficacy of Demonstrative Methods Among Middle School Students

Suyato¹, Yayuk Hidayah², Yayuk Ismiyani³

Program Studi PKN, Fakultas Ilmu Sosial, Hukum dan Ilmu Politik, Universitas Negeri Yogyakarta^{1,2}
SMP Negeri 1 Yogyakarta³

Email : suyato@uny.ac.id¹, yayukhidayah@uny.ac.id², yayukismiyani@gmail.com³

DOI: <https://doi.org/10.62872/s13px737>

Abstract

In the field of education, an efficient learning framework is needed that can improve academic achievement, including in Civics subjects. This research specifically aims to determine the impact of democratic learning on improving student grades. This research is classroom action research with a special focus on the application of demonstration learning methods in class 7 of SMP N 1 Yogyakarta. The results of the research show that there is an increase in student learning outcomes in Civics subjects. The findings of this research offer valuable insights for educational practitioners who wish to improve student learning outcomes, particularly in the area of citizenship education. Furthermore, this research contributes to the advancement of learning theory and practice, which is specifically adapted to the learning needs of junior high school students.

Keywords: PPKn, Demonstration, Pancasila, Education

Copyright (c) 2024 Suyato

Corresponding author :

Email Address : suyato@uny.ac.id¹

Received May 15, 2024, Accepted June 20,2024, Published June 27, 2024

Introduction

Increasing student academic achievement is the main focus in the educational process. One subject of particular concern in this context is PPKn. Mazid. S & Hidayah, Y. (2024) stated that in learning Citizenship Education, emphasis is placed on character formation that is beneficial for students as members of society. Remembering that SMP Negeri 1 Yogyakarta has a serious responsibility in this matter. In the dynamics of learning, the application of teaching methods becomes very important in achieving these goals. The use of demonstration methods has become a major highlight in efforts to improve student academic achievement.

Taking a unique approach to the teaching and learning process, the use of demonstration-based teaching methods offers a new perspective. According to Cheng M & Li R, Ding R, Luo S (2023), demonstration learning plays an important role in improving conceptual understanding. By providing real examples and direct demonstrations, students can understand abstract Civics concepts more easily. The implementation of demonstration learning is expected to produce a substantial increase in students' understanding of the subject matter. Through active participation in the learning process, students not only have the opportunity to perfect practical skills, but also deepen their understanding of the concept of citizenship and Pancasila values.



Creative Commons Attribution-ShareAlike 4.0 International License:

<https://creativecommons.org/licenses/by-sa/4.0/>

The use of demonstration teaching methods offers a fresh perspective on the dynamics of the teaching and learning process. According to Cheng M & Li R, Ding R, Luo S (2023), the demonstration learning approach has proven to be useful in understanding abstract concepts in Pancasila and Citizenship Education (PPKn). By providing real examples and direct demonstrations, students have the opportunity to internalize these concepts. Overall learning experience but also deepens their understanding of the subject matter. Through active participation in the learning process, students can grow practical skills and increase their understanding of civic values and Pancasila.

The uniqueness of this study lies in its ability to provide students with a direct encounter with the concepts being taught, encouraging greater engagement between students and the lesson content. According to Gyimah (2023), it is very important to explore students' conceptual understanding because it encourages active learning and increases knowledge transfer and mastery.

This research makes an important contribution to Civics science by revealing the effectiveness of the demonstration method in increasing students' understanding, application of values, and learning motivation. The results not only enrich understanding of citizenship education, but also emphasize the importance of implementing Civics learning methods.

Method

This research is classroom action research (PTK), as defined by Wina, S (2010) which describes an approach to solving learning problems by involving corrective actions carried out by teachers in learning settings. This research was conducted on May 14, May 16 and June 11 2024 in class I at SMP Negeri 1 Yogyakarta for the Citizenship Education subject. Students involved in this research are in table 1 below:

Table 1. Students involved in research

No	Jumlah	Jenis Kelamin
1	19	Laki-Laki
2	11	Perempuan

The research began by identifying problems in the class VII PPKn subject at SMP Negeri 1 Yogyakarta, which included problems such as speed of delivery of material, limited teaching aids, student motivation, and student reading ability. Furthermore, corrective action is taken by improving delivery methods, increasing the availability of teaching aids, and increasing student motivation to learn. The following are the learning stages:

1. Ensure students are ready to learn effectively
2. Start learning by asking questions as a first step
3. Convey the lesson material that will be discussed
4. Encourage interaction with students
5. Give several students the opportunity to ask questions
6. Provide examples that are relevant to the learning material
7. Provide time for students to think about answers to questions
8. Using music or singing as motivation related to learning material
9. Summarize the material that has been studied
10. Evaluate student understanding
11. Assign homework as a follow-up to learning

After evaluating the Citizenship Education learning plan, the author prepared a plan to improve the learning experience. The evaluation revealed that 15 out of 30 students scored below 70. Following Wu, Y. (2013)'s suggestion for evaluating student learning during collaborative learning, the researchers aimed to improve complementary skills effectively. The evaluation carried out accompanied by discussions and observations with the supervisor identified two things that needed to be improved in Citizenship Education learning. In the 2nd stage of Learning Improvement, Classroom Action Research (PTK) was carried out to improve the Citizenship Education learning experience.

In an effort to improve the quality of learning, children are encouraged to actively participate and be motivated in their learning process. According to Shin, J. (2023), actively participating in classroom activities requires a combination of theory and practice, which is considered the main strength of blended learning. One focus of improvement in Citizenship Education learning is students' ability to demonstrate the difference between objects that are easy to move and those that are difficult to move. The aim of collecting information is to gain an in-depth understanding of the extent of positive and negative aspects in implementing improvement activities.

From the results of research conducted during the Classroom Action Research (PTK) process, the author noted several important reflections at each learning stage, as described below:

- a. It was found that there were still many shortcomings in the learning plan carried out by the author, which caused a lack of students' attention and understanding of the expected lesson material.
- b. After improvements were made to the 1st and 2nd Learning Plans (RPP), a positive impact on learning outcomes was seen, such as an increase in learning outcomes for students who initially scored below 70.
- c. Through Classroom Action Research, the author gained an understanding of the limitations and weaknesses he has as a teacher.
- d. Selection of appropriate teaching aids is very important to achieve learning objectives.
- e. Increasing student motivation can help smooth the learning process.

Results and Discussion

The changes that occur are unique with each revolution around the sun, as revealed in the research findings. which indicates the success or positive impact of the improvements made. Gehret, AU, et al (2017) stated that improvements in learning must reflect learning guidance regarding the extent to which learning material can be embedded into students' abilities. Alves, MG, & Tomlinson, M. (2021) adding the value of higher education to the global discourse on the future of knowledge. To track the development of each cycle, the author will explain in the description of each cycle, from planning to implementing improvements. To monitor the progress of each cycle, the author will provide a detailed description from the planning stage to the implementation of improvements, ensuring that each step is taken carefully and responsive to student needs and the learning process

Student Evaluation Results Data

No	Nama Siswa	Nilai	No	Nama Siswa	Nilai
1	AG	60	16	YAI	60
2	PD	80	17	IS	60
3	MA	75	18	RR	70
4	RA	85	19	SG	60
5	AA	100	20	S	75
6	KN	85	21	DS	75
7	RPH	70	22	SP	60
8	YH	70	23	GDA	65
9	RDA	55	24	MSO	70
10	MTH	100	25	NS	80
11	APB	55	26	WY	80
12	KL	70	27	LN	80
13	NJ	70	28	LS	100
14	BA	50	29	SNA	100
15	ODS	50	30	ADW	66
Nilai Tertinggi					100
Nilai Terendah					60

Plan 2 for Enhanced Learning.

Evaluation value table

Cycle 2.

No	Nama Siswa	Nilai	No	Nama Siswa	Nilai
1	AG	60	16	YAI	75
2	PD	100	17	IS	60
3	MA	90	18	RR	80
4	RA	90	19	SG	75
5	AA	90	20	S	85
6	KN	100	21	DS	70
7	RPH	100	22	SP	70
8	YH	100	23	GDA	65
9	RDA	70	24	MSO	95
10	MTH	100	25	NS	75
11	APB	70	26	WY	75
12	KL	70	27	LN	80
13	NJ	80	28	LS	85
14	BA	70	29	SNA	100
15	AG	70	30	ADW	95
Nilai Tertinggi					100
Nilai Terendah					60

After reflecting on the learning outcomes, a number of main factors that caused unsatisfactory results and not achieving maximum scores were identified. Research by Brown, M., et al (2016) and Curtner-Smith, MD, & Meek, GA (2000) shows that in assessing the quality of education, there are various conflicting factors. These factors include students' limited understanding of reading material. Holmqvist, D. (2024) emphasizes the importance of evaluation criteria as a mechanism for building good educational values, while Ware, JK (2019) adds that exploring values as an alternative or complement needs to provide nuance academics at the local level and includes aspects of human and social capital. In an effort to increase learning effectiveness, it is necessary to carry out an in-depth evaluation of each of these factors in order to design improvement strategies that suit student needs.

At the 2nd Learning Improvement Plan stage the increase in score was 80, and the remaining 3 (10%) had not yet achieved a score of 70. This increase can be attributed to several factors, including the variety of teaching aids used, the motivational encouragement

given by the teacher, increased self-confidence students to their answers, better understanding of the questions by students, as well as the teacher's ability to organize the class well. Learning Improvement Plans 1 and 2, which provide a clear picture of the progress and effectiveness of each improvement effort, and show that the strategies that have been implemented are successful in increasing overall student achievement

Conclusion

Demonstration learning can improve student learning outcomes in Pancasila and Civics subjects in Class VII at SMP Negeri 1 Yogyakarta. By implementing teaching methods that are intended to directly demonstrate civics concepts in action, students can become active participants who take part in the learning process thereby achieving a better understanding of the content as well as acquiring skills that they can use. practical in their daily life situations. This approach brings them to a more meaningful integrated learning experience where indicators of success are shown clearly in each cycle as a result or impact of improvements made in class VII State Middle Schools in Yogyakarta.

Evaluation of the Cycle 1 Learning Plan showed that the average student score was low and no score was more than 70. Therefore, the author revised the Cycle 1 Learning Plan. Based on reflection on learning outcomes, the main factor causing unsatisfactory performance was identified as students' limited understanding of the material. reading, lack of student motivation during learning, uninteresting nature coupled with a lack of variety in teaching aids, causing boredom in students, causing less student involvement. in learning, as well as students' reluctance to ask questions they do not understand that might help them improve. In light of the evaluation findings and the changes implemented—it is recommended that the development and use of a variety of interesting and varied teaching aids be implemented throughout the lesson.

References

- Alves, M. G., & Tomlinson, M. (2021). The changing value of higher education in England and Portugal: Massification, marketization and public good. *European Educational Research Journal*, 20(2), 176-192. <https://doi.org/10.1177/1474904120967574>
- Brown, M., et al (2016). Quality and the rise of value-added in education: The case of Ireland. *Policy Futures in Education*, 14(6), 810-829. <https://doi.org/10.1177/1478210316656506>
- Cheng M, Li R & Ding R, Luo S. Dynamic guidance virtual fixture for hydraulic manipulator via learning from demonstration. *Proceedings of the Institution of Mechanical Engineers, Part C: Journal of Mechanical Engineering Science*. 2023;237(4):952-962. doi:10.1177/09544062221124019
- Curtner-Smith, M.D., & Meek, G.A. (2000). Teachers' Value Orientations and Their Compatibility with the National Curriculum for Physical Education. *European Physical Education Review*, 6(1), 27-45. <https://doi.org/10.1177/1356336X000061004>
- Didion, L.A., et al (2020). Response Cards to Increase Engagement and Active Participation of Middle School Students With EBD. *Remedial and Special Education*, 41(2), 111-123. <https://doi.org/10.1177/0741932518800807>
- Gehret, AU, et al (2017). Active Collaborative Learning Through Remote Tutoring: A Case Study With Students Who Are Deaf or Hard of Hearing. *Journal of Special Education Technology*, 32(1), 36-46. <https://doi.org/10.1177/0162643416681162>
- Gyimah, G. (2023). Effectiveness of group investigation versus lecture-based instruction on students' concept mastery and transfer in social studies. *The Journal of Social Studies Research*, 47(1), 29-39. <https://doi.org/10.1016/j.jssr.2022.05.001>
- Hatteberg, S. J. (2022). Responding Sociologically: Using Attributional Processes to Promote Student Confidence and Sense of Mastery in Sociology Courses. *Teaching Sociology*,

- 50(3), 205-219.<https://doi.org/10.1177/0092055X221087227>
- Hidayah.Y. et al. (2024). The Role of Social Media in Providing Political Education for the Community.Vol. 4 No. 1 (2024). DOI:<https://doi.org/10.37640/jcv.v4i1.1969>
- Hill, J.L., et al (2021). Feeling Good and Functioning Well in Mathematics Education: Exploring Students' Conceptions of Mathematical Well-Being and Values. ECNU Review of Education, 4(2), 349-375.<https://doi.org/10.1177/2096531120928084>
- Holmqvist, D. (2024). How auctions shape the value of education: Tendering-based procurement as management tool in adult education. European Educational Research Journal, 0(0).<https://doi.org/10.1177/14749041241234084>
- Mazid. S & Hidayah, Y. (2024). Strengthening Civic Skills Through Developing an Ideal Problem Solving Model. Vol 2, No 1 (2024). DOI: 10.57235/ijedr.v2i1.1914
- Shin, J. (2023). Korean preservice music teachers' perceptions of blended learning in music education courses. International Journal of Music Education, 0(0). <https://doi.org/10.1177/02557614231182166>
- Ware, J. K. (2019). Property Value as a Proxy of Socioeconomic Status in Education. Education and Urban Society, 51(1), 99-119.<https://doi.org/10.1177/0013124517714850>
- Wu, Y. (2013). Two Stages Cooperative Learning by Ability Indicators. Journal of Educational Computing Research, 48(3), 301-314.<https://doi.org/10.2190/EC.48.3.b>