

## DEMONSTRATION METHOD AS A STRATEGY FOR IMPROVING DEMOCRACY CULTURE IN CITIZENSHIP EDUCATION LEARNING FOR CLASS VIII STUDENTS OF SMP NEGERI 3 KEPENUHAN HULU

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**Abstract** : *The Demonstration Method as a Strategy for Increasing the Culture of Democracy in Citizenship Education Learning for Class VIII Students of SMP Negeri 3 Kecepatan Hulu, Kecepatan Hulu District, Rokan Hulu Regency. The demonstration method can improve the Culture of Democracy in Citizenship Education Learning for Class VIII Students of SMP Negeri 3 Kecepatan Hulu, Kecepatan Hulu District, Rokan Hulu Regency, there is an increase in learning in cycle II meeting II while the increase is very significant. In using this method the author really considers the time, the condition of the child, and the problems identified before conducting classroom action research, so that it is appropriate to take action, it is proven that there is an increase in successively from cycle I to meeting I to cycle II to meeting II, then it is proven in that cycle. This method can be implemented by identifying problems, formulating problems, planning, and implementing actions, and evaluating so that the results achieved can improve student achievement.*

**Keyword** : *Demonstration, Education Learning*

### I. INTRODUCTION

The new paradigm of Citizenship Education (PKn) is oriented to prepare students to become citizens who have a strong and consistent commitment to defend the Unitary State of the Republic of Indonesia. Citizenship Education Learning is expected to use a contextual learning approach to develop and improve the intelligence, skills, and character of Indonesian citizens who are democratic, responsible, and loyal to the Indonesian nation and State (Depdiknas: 2004).

Phenomena that occur in the life of the community, nation and state as a result of the democratization process grow an undemocratic democratic culture. This is indicated by the vulnerability of the community to provocations, as well as the attitude of the masses who like to take the law into their own hands. These symptoms indicate the unpreparedness and immaturity of the community in democratic life (Winataputra; 1999).

The above conditions become a formidable challenge for the implementation of the civics learning mission. Because in

reality it often happens that the concepts of value obtained by students from learning at school become controversial with the realities of life in society.

To respond to the above, the culture of democracy among students needs to be developed. One strategy that can be taken is to create a Citizenship Education class as a democracy laboratory, to become a Citizenship Education class as a miniature of life.

In order to prepare democratic citizens, it is necessary to instill a democratic culture in students from an early age. This is where citizenship subjects have a strategic role as a vehicle for forming the character of democratic and responsible citizens.

Efforts to equip students with a democratic culture and in line with the vision of national education, namely the realization of the education system as a strong and authoritative social institution to empower all Indonesian citizens to develop into quality human beings so that they are able and proactively respond to the challenges of an ever-changing era (Law No. 20 2003 concerning National Education System).

On the other hand, instilling a democratic culture in students is the implementation of the objectives and functions of Citizenship Education subjects, namely:

1. The learning objectives of Citizenship Education include developing the following aspects:
  - a. Think critically, rationally, and creatively in responding to citizenship issues
  - b. Participate actively and responsibly, and act intelligently in community, national and state activities

- c. Develop positively and democratically to shape oneself based on the character of the nation so that they can live together with other nations
  - d. Interact with other nations in the world arena directly or indirectly by utilizing information and communication technology.
2. The learning function of Citizenship Education is to form smart, skilled, and characterized citizens who are loyal to the Indonesian nation and State by reflecting on themselves in the habit of thinking and acting in accordance with the mandate of Pancasila and the 1945 Constitution (Depdiknas: 2004).

Departing from the researcher's concern that the democratic culture is still lacking, it needs to be improved. Indicators that describe these conditions include (a) lack of courage of students in asking questions, (b) lack of courage of students in arguing and arguing (c) students lack of respect for differences (d) students lack of respect for other people's opinions (e) students have a tendency to have apathy.

Seeing the identification of the problems mentioned above, it is necessary to create a conducive learning climate that allows students to develop a democratic culture in life at school. For this reason, the author carried out an Action Research for Class VIII Citizenship Education with the title "Demonstration Method as a Strategy for Increasing Democratic Culture in Citizenship Education Learning for Class VIII Students of SMP Negeri 3 Kecepatan Hulu, Rokan Hulu Regency"

In political life, there are three classifications of democratic culture, namely:

parochial democratic culture, subject democracy culture (subject), and participant democratic culture (Gabriel A. Almond and Sidney Verba, 1990:20-22). The parochial democratic culture takes place in a traditional society, where the society is still simple with very little specialization, political actors often carry out simultaneous roles in various fields such as economics, religion and others. Community members tend not to be interested in broad political objects. The prominent awareness of community members in the political field is that they recognize the existence of a center of authority or political power in society.

The democratic culture of subjects (subjects) of community members has an interest, concern, and awareness of the political system as a whole, especially in terms of political output. The real orientation of community members towards political objects can be seen from their statements in the form of pride, expressions of supportive or hostile attitudes towards the political system. The position of community members as subjects can be said to be a passive position. They consider themselves powerless to influence the political system, and therefore just give in to all the policies and decisions of the office holders in society.

A participatory democratic culture is characterized by community members who are active in political life. A person is automatically aware of each of his rights and responsibilities. A person in a participant culture can assess with full awareness of the political system in totality, inputs and outputs as well as his position in the political system. Thus, every member of the community will be involved in the

prevailing political system, no matter how small the role they play. The democratic culture of participants in such an understanding is nothing but a form of democratic culture in society. The democratic culture places emphasis on the implementation of government from, by, and for the people (Ministry of National Education, 2004:15-16)

According to Henry B. Mayo and Miriam Budiarmo (1986:62-53) the implementation of a democratic culture in society is characterized by the application of the following values: (1) resolving disputes peacefully (2) ensuring peaceful change in a society that is dynamic (3) carry out a regular change of leader (4) minimize the use of violent means (5) acknowledge diversity (6) ensure the upholding of justice.

According to Winata Putra (1999:11-12) the characteristics of people who have a democratic culture are: (1) critical thinking, argumentative and creative (2) express thoughts and ideas clearly according to the rules (3) accept the Diversity in Diversity of life (4) organize consciously and responsibly (5) respond to mass media objectively (6) dare to appear as potential leaders (7) choose prospective leaders honestly and fairly (8) actively participate in community activities (9) carry out their duties and functions responsibly (10) able to cooperate with full responsibility (11) able to make decisions fairly.

## **B. Learning Signs for Citizenship Education.**

1. Learning Approach Citizenship Education is a learning process and effort using a contextual learning approach to develop

intelligence, skills, and character. Contextual learning approaches can be realized, among others: (1) cooperative (2) discovery (3) inquiry (4) interactive (5) exploratory (6) critical thinking (7) problem solving. These learning methods can be implemented in various ways inside or outside the classroom by taking into account the availability of learning resources. Teachers with the approval of the principal can bring students to meet community leaders and local officials to the school to provide information that is relevant to the material being discussed in learning activities (Depdiknas, 2004: 158)

2. Civics learning strategy with CTL approach

Learning Citizenship Education with the CTL approach can be done through the following steps: (1) develop the idea that children can learn more meaningfully in their own way (2) carry out inquiry activities as far as possible for all topics (3) develop curiosity through ask questions (4) Create learning communities in groups (5) present models as examples of learning (6) do reflections at the end of the meeting (7) do actual assessments in various ways (Depdiknas, 2003:10).

The learning components using CTL, namely:

- a. Constructivism, that humans must construct their own knowledge and give meaning to their lives.
- b. Inquiry, the knowledge gained by students is expected not to remember a set of facts but the result of finding out for themselves

- c. Questioning, asking questions in learning is seen as a teacher activity to encourage, guide, and assess students' thinking abilities. For students, asking is an inquiry process, namely digging up information, confirming what is already known, and directing attention to aspects that are not yet known.
- d. Learning community or group learning. In CTL classes, teachers are advised to always carry out learning in study groups.
- e. Modeling (modeling) knowledge and skills of students can be obtained from models that can be imitated.
- f. Reflection (reflection). Reflection is a way of thinking about what students have just learned as a process of reviewing what students have just learned
- g. Authentic assessment (actual assessment), is a collection of various data that can describe the development of students in learning. In authentic assessment, the assessment is not only the result but the result and process.

**a. Definition**

The demonstration method is a way of teaching by showing an object or behavior that can provide an overview of the meaning of human potential in actions or actions.

The demonstration method in learning activities can be carried out by teachers and students both in the form of individuals and groups as an effort to develop students' abilities to observe, classify, draw conclusions, apply concepts, principles or procedures to get something.

The demonstration method is the most effective way to develop students'

abilities. This method is carried out verbally or in writing which expresses the meaning of an event or incident either through pictures or stories. Werkanis (2005:67-68)

Mustapa and Mukhyar Buchori. (2006:55) defines the Demonstration Method as a way of presenting learning material by demonstrating or demonstrating to students a process, situation, or object being studied, either actual or duplicate/demonstrated and always followed by an oral explanation.

The demonstration method that will be demonstrated by the author is by showing the Vido Compek Disk with an infocus projector, with this media it is hoped that students will be more enthusiastic in the learning process, so that they can improve the quality of learning.

#### **b. Purpose of the Demonstration Method**

Each method developed by the teacher in the teaching and learning process has almost the same goals and objectives, namely how the learning can make it easier for students to understand the material being taught, in addition to other more specific aspects to motivate students in learning.

Riyanto in Werkanis (2005:68) Demonstration method as one of the methods used by teachers in learning activities aims to be able to provide encouragement, to be more active in carrying out learning activities that can absorb as much of the material taught by the teacher and for students who have the ability to be expected to more quickly receive learning materials or materials.

#### **c. The Advantages and Disadvantages of the Demonstration Method**

##### **1. Advantages of the Demonstration Method**

Through observations, visions and the way the teacher does things, the workings

of a tool, pictures and disclosure of events through students, psychologically it can increase students' insight and courage in expressing opinions in front of peers and teachers. If this activity continues to a higher level of education, the sensitivity of students will emerge and develop as they should.

Some indications of the advantages of the demonstration method in the teaching and learning process are:

- a. The emergence of the courage of students personally
- b. The emergence of self-confidence in students
- c. The emergence of student motivation in carrying out activities
- d. The emergence of an attitude of courage in students in general

##### **2. Weaknesses of the Demonstration Method**

In its implementation, the demonstration method requires a relatively large amount of time starting from the preparation of how to design a demonstration method to its implementation in the classroom, namely explaining the purpose of the demonstration that will be carried out by students, the scenario and whether the demonstration is followed by each student or some students.

#### **D. Media in Demonstration Method Learning**

Learning media is anything that can provide information from sources of information to recipients of information, while learning media are more specific in nature, namely the tools used to achieve certain Civic Education goals that have been formulated specifically.

## **II. RESEARCH METHODS**

This Classroom Action Research was conducted in class VIII of SMP Negeri 3 Kecepatan Hulu, Muara Jaya Village, Kecepatan Hulu District, Rokan Hulu Regency. The reason why the writer conducted the research at SMP Negeri 3 Kecepatan Hulu was because the writer taught at the school so that the research could be maximized. The implementation of action research for class VIII of SMP Negeri 3 Kecepatan Hulu, Kecepatan Hulu District, Rokan Hulu Regency, will be carried out from January to May 2017, according to the education unit level curriculum for the 2016/2017 academic year. The subjects in this study were class VIII students of SMP Negeri 3 Kecepatan Hulu, Muara Jaya Village, Kecepatan Hulu Subdistrict, Rokan Hulu Regency, with a total of 31 students. There are 17 male students and 14 female students.

### **A. Data collection technique**

The data collection technique carried out in this research is to use a data collection tool that can be used as a reference in this study. The data collection tools used in this study are:

#### **1. Observation**

Observations were carried out using an observation guide sheet that contained various teacher activities that should occur in learning. Observer for teachers is done by peers.

Observation of teacher activities obtained teacher data in carrying out learning activities. The data generated is the quality of teacher teaching which is indicated by percentage figures.

#### **2. Literature Study**

The study of theories from the results of the literature study is very influential in this research. Literature study is used as the basis for the study in formulating actions that will be used to improve the ability of democracy with the demonstration method.

#### **4. Implementation**

The implementation of the improvement of learning cycle I runs according to a predetermined time schedule, and is accompanied by colleagues.

The steps for improving learning are as follows:

##### **Initial activity :**

- After praying and preparing props, the teacher took the attendance of the students.
- Provide motivation by asking questions related to the material to be taught, as well as to attract student learning interest.

##### **Core activities :**

- Students pay attention to the teacher explaining about democracy that applies in Indonesia and in its daily implementation in front of the class.
- Students are asked to practice democracy in the classroom that is guided by the teacher.
- Then the students and teachers held a question and answer session regarding democracy in Indonesia.
- Students form study groups to practice how to propose opinions and respect the opinions of others.
- Then practice how to demonstrate in public and express their opinions.

- Each group gave a response to the material presented by the teacher.
- Students are given the opportunity to ask questions about the subject matter they do not understand.

#### **End activities :**

- As a vehicle to further deepen the material, at the end of the lesson students are given several questions orally.
- The teacher together with the students reflect on the subject matter about democracy.
- Test students' abilities by conducting individual written tests.

#### **3. Assessment Process**

Process assessment is carried out every time doing research. From the results of these data obtained numbers that the author can use to measure the success rate of the learning process. Learning outcomes data are presented in the form of observation sheets and student test sheets.

#### **5. Reflection**

This reflection stage is an action that is useful for improving or perfecting previous actions. The implementation of this reflection activity takes place after the first action is carried out, then the second action taken is a different action from the first action and so on.

#### **B. Data Analysis Techniques**

The purpose of this study was to determine the ability of eighth grade students of SMP Negeri Kecepatan Hulu, Muara Jaya Village, Kecepatan Hulu District, Rokan Hulu Regency. The author is guided by the existing Depdikbud categorization scale assessment criteria.

### **III. DISCUSSION AND RESEARCH RESULTS**

#### **1. Planning.**

Before carrying out the research in the first cycle of the first meeting, the writer first prepared learning tools so that the scenarios in children's learning could be more practical and interesting, while the tools were the Learning Implementation Plan (RPP), syllabus, picture aids so that learning was more interesting, and evaluation and evaluation tools. teacher observation tool.

In this study the authors designed the process of forming a working group. Each group consists of 6 people, 1 chairperson and 1 secretary. This secretary will later be tasked with presenting the results of group work guided by the chairman. So that learning is more enthusiastic.

#### **2. Implementation**

The research was conducted on Monday, March 6, 2017 with followed by 31 students. Before carrying out the core activities the author first carried out initial activities such as apperception, motivation, after that in the core activities the author carried out exploration, elaboration and finally confirmation. In exploration activities the teacher explored the material presented by students besides that the teacher showed pictures of life democracy in the midst of society, nation, and state so that students are able to carry out in everyday life. In this demonstration the teacher only facilitates students then students discuss with groups and then express their opinions about democratic life.

After conducting demonstrations and discussions, each group presented the results of the discussion and asked questions

about democracy, then other groups responded and gave their opinions about the work of other groups. This is done alternately. Finally, the evaluation is carried out and the students and teachers make conclusions and reflect to correct the strengths and weaknesses at the end of the lesson.

### 3. Teacher observation.

The teacher's observations are carried out to find out deficiencies in the learning process so that they can make self-corrections. Teacher observations are carried out by peers during the process, Reflection.

After the assessment was carried out, the writer consulted with friends who gave suggestions that the learning process had been going well and got an average result of 78, but the observer suggested that the writer should focus on underprivileged students. the results of teacher observations that are more than 80% and the average value of students classically is already above the KKM, which is 78. So the writer at the second meeting will focus on students who are less able to 5 students. The method used is still the same.

#### **A. Implementation of Cycle I Meeting II.**

The implementation of this second research was carried out on Monday, March 13, 2017 followed by 30 students, 1 student did not enter. Before carrying out the core activities the author first carried out initial activities such as apperception, motivation, after that in the core activities the author conducted exploration, elaboration and last confirmation. In exploration activities the teacher explores the material presented by students besides that the teacher

shows pictures of democratic life in the community, nation, and state so that students are able to carry out in everyday life. In this demonstration the teacher only facilitates students then students discuss with the group then expressed their opinion about democratic life.

After conducting demonstrations and discussions, each group presented the results of the discussion and asked questions about democracy, then other groups responded and gave their opinions about the work of other groups. This is done alternately. Finally, the evaluation is carried out and the students and teachers make conclusions and reflect to correct the strengths and weaknesses at the end of the lesson.

#### **B. Implementation of Cycle II Meeting I.**

The learning cycle II meeting I was held on Monday, March 20, 2017 which was attended by 31 students, namely 17 boys and 14 girls, incidentally all students were expected to attend. This is a momentum in this research, which is expected in this cycle all children can complete, so that this research is declared successful by colleagues. As for the implementation is the same as before, namely using the demonstration method but the author's attention is directed to students whose grades are below the KKM and students are not present. In the previous lesson, the students were placed in front beside paying attention to other students. Before carrying out the core activities, the author first carried out initial activities such as apperception, motivation, after that in the core activities the author carried out exploration, elaboration and finally confirmation.

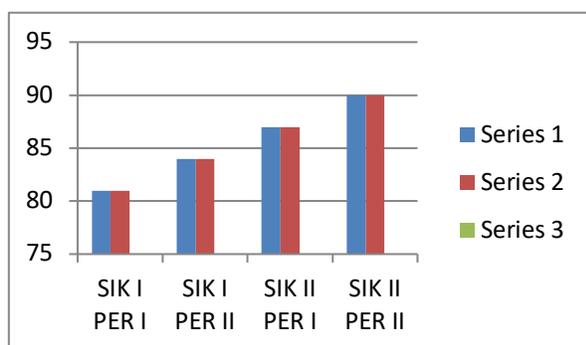
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### E. Research Results.

After the learning process has been carried out from the first cycle of the first meeting to the second cycle of the second meeting, the results of the research, both the results of teacher observations and the results of the evaluation of the implementation of learning in each cycle can be described so that it can be used for comparison of success in this study. The results of teacher observations can be shown in the following diagram :

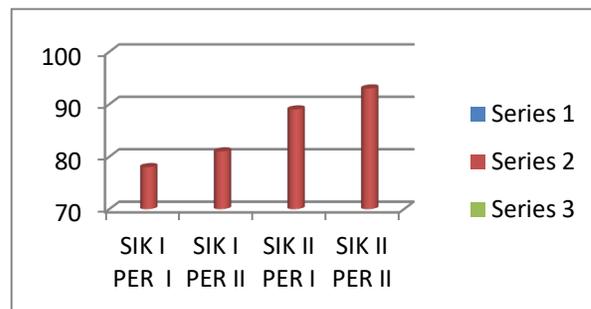
#### I. chart

#### Teacher's Observation Results



From the diagram above, it can be read that the results of the learning process in obtaining successive activities have increased, this means the learning process is going well, then so are the test results from the first meeting of the first cycle to the second cycle of the second meeting, as illustrated in the diagram. below as follows:

DIAGRAM. 2 LEARNING RESULTS FROM SIK I PER I TO SIK II PER II



### IV. CONCLUSIONS AND

Based on the discussion of the results of classroom action research on Demonstration as a Strategy for Increasing Students' Democracy Culture in Citizenship Education Learning for Class VIII SMP Negeri 3 Kecepatan Hulu, it can be concluded:

1. Whereas the implementation of the Demonstration Method can improve the democratic culture of Class VIII students of SMP Negeri 3 Kecepatan Hulu and can create a conducive and democratic learning climate
2. The Demonstration Method can be used as one of the strategies for the Civic Education learning approach that can create a democratic climate in Indonesia, because the Demonstration Method allows the components of democracy to be implemented.

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