

DEMONSTRATION METHOD CAN INCREASE STUDENT LEARNING OUTCOMES IN SCIENCE COURSES WITH MATERIALS OF THE EARTH AND THE UNIVERSE CLASS VI ELEMENTARY SCHOOL 017 TAMBUSAI

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***Abstrak,** This study aims to improve student learning outcomes in science subjects with earth and nature materials with the demonstration method. Observing and assessing all activities of teachers and students during the research process. The classroom action given in this research is the application of the demonstration method to improve student learning outcomes in science subjects in class VI SD Negeri 017 Tambusai. By applying the demonstration method, it can improve the science learning outcomes of grade VI students of SD Negeri 017 Tambusai for the 2019/2020 academic year. The increase in science learning outcomes for grade VI students at SD Negeri 017 Tambusai is very large from the pre-cycle of the first cycle and continued in the second cycle.*

***Keyword :** Learning Outcomes, Demonstration Methods, Science Lessons.*

I. INTRODUCTION

Education is a very important activity for the nation, especially for the developing nation of Indonesia. In education, it is inseparable from educators (teachers) and students. The teacher is a profession that has the duty and obligation to educate, teach, train, guide and motivate students to be able to carry out their duties well. For this reason, teachers must master various abilities in the field of teaching in order to become professional teachers. The success rate of teachers in learning is

marked by student mastery of the subject matter which is measured by evaluation scores.

From the learning outcomes in 2019/2020 semester 2, in the VI science class subject at SD Negeri 017 Tambusai, Tambusai District, Rokan Hulu Regency, only 8 students or 40% of students got scores above the KKM (70) out of 20 students. Meanwhile, another 12 people or 60% scored below the KKM (70).

The results of the data above can be defined that in the implementation of the learning process students do not

understand the material and seem hesitant to ask questions, give feedback to the teacher, rarely can students answer practice questions correctly. Students are reluctant to tell their assignments to the teacher.

Seeing the situation above, the teacher takes corrective action, in the learning process, therefore to increase students' mastery of the subject matter by changing the lecture learning method with the Demonstration learning method because this method is designed so that students are more active in learning to create feedback in the teaching and learning process then students can find answers to their own questions

The formulation of the problem in this research is whether the demonstration method can improve student learning outcomes in science subjects with the material of the earth and the universe for class VI Elementary School 017 Tambusai.

The purpose of this research is to be able to improve student learning outcomes in science subjects with the earth and nature material using the demonstration method.

II. METHOD

The method used in this study is the School Action Research (PTS) method.

The approach used in this action research is a qualitative approach. That is, this research was conducted because it was found the problem of the low level of teacher discipline in class attendance in the process of teaching and learning activities.

The research subjects in this study were all students of grade VI A Elementary School 017 Tambusai, academic year 2019/2020 consisting of 9 male students and 11 female students.

Data collection was obtained through observation of simulation learning method processing, observation of teacher activities.

The research procedure consisted of two cycles and the stages were Cycle I and Cycle II.

III. RESULT AND DISCUSSION

a. Cycle I

Based on the results of discussions and research with observers in this cycle, the activities of teachers and students have increased. In group discussions, it was clear that there was cooperation between students, student activity had begun to increase, although there were still some students who did not care about their groups, only saw and listened to their group friends. And at the time of the percentage there were still students who

did not want to give comments or responses, namely students who rarely spoke.

Based on the description above in the first cycle and the results of observations, it can be concluded that there are advantages and disadvantages in learning activities. The disadvantages include:

1. In the activity of demonstrating objects, not all students are seen to be active, only smart students are willing to work, while students who are less able to only see and listen.
2. There are still found in discussing students playing games, students hope that there is an order from the teacher.
3. The teacher only guides active students.

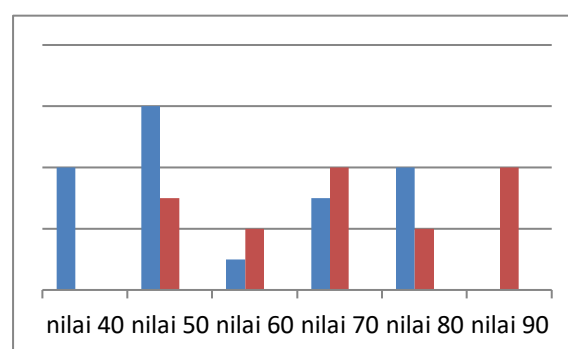
b. Cycle II

Based on observations, the general implementation of learning in the second cycle of the first meeting was in accordance with what was expected, student activity in discussion was quite good, student activity had increased, only a few students had not mastered the lesson.

In the learning process in the second cycle, the learning process on science subjects with the Earth and the Universe material took place better than the previous cycles. Students already

understand the material and are familiar with the learning steps. So don't make too many mistakes. At the end of the lesson the teacher gives a bonus with the highest score to students who are active in the activity process, in this second cycle of activities the learning is good and in accordance with what was planned.

Figure 1. Student Learning Improvement Results



Description:

Red : Cycle I

Blue : Cycle II

In the graph above, it can be seen that the child's score has increased on the first daily test, there are still many that have not been completed and on the second test of the unfinished child (under the KKM) there are only a few people left.

Based on the results of the data analysis described above, it has shown that student learning outcomes and activities have increased from cycle 1 and cycle II. The increase in student scores obtained by students is due to an increase in teacher activities in creating an interesting

teaching and learning atmosphere, and using the right method in accordance with the science material, namely the Demonstration method.

The change in the method used from the lecture method to the demonstration method has a positive impact on improving student learning outcomes in class VI. The demonstration method makes students more active in seeking information, and increases student cooperation in discussions, students who are less likely to participate in finding information.

The next weakness and weakness is that in discussing not all groups carry out demonstration activities, smart students are more active while students who are lacking only see and listen to their friends, some even tend to tell stories. So the teacher still has difficulty in directing them. After holding several meetings, to be precise in the second cycle, there has been an increase, students have started to get used to this demonstration activity, it can be seen from students who tend to play, they have started to be active from the activities given to students, and are starting to understand how to solve the questions given. teacher.

By increasing motivation and guidance to students, especially to students who are less active, classical

learning completeness has increased in the first cycle by 59%, increasing in the second cycle to 72%.

IV. CONCLUSION

From the results of the improvement in learning science subjects about the earth and the universe in class VI of the State Elementary School 017 Tambusai, namely:

1. Students' absorption in science subjects increased from 60 incomplete categories in the first cycle to 70 in the second cycle with complete categories.
2. The application of the demonstration method learning model in science learning in elementary schools can improve students' skills.
3. The application of demonstration methods in science subjects can improve student learning outcomes.
4. The application of the demonstration method can involve students directly in learning activities.
5. The application of the demonstration method also makes students more active in teaching and learning activities, especially in science subjects.

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