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Improving Learning Outcomes On Moral Aspects With Demonstration Method In Class Ix Smpn 47 Seluma

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Abstract. This Classroom Action Research (PTK) was conducted to improve Islamic Religious Education learning at SMPN 47 Seluma. The learning was designed using demonstration and role-playing methods. In even semester 2023/2024 Data collection was carried out through observation, written tests, interviews and questionnaires to students. Observations were made to observe the demonstration and role-play activities of students. Written tests were conducted to determine the improvement of learning outcomes and the percentage of students. Interviews were conducted to find out the extent of the learners' response to learning. Questionnaires were conducted to determine the learning atmosphere and teacher activities during the learning process. In accordance with the problems and research objectives, the methodology used is class action research conducted in 2 cycles. The research sample was class IX students of SMPN 47 Seluma, consisting of 30 students, 19 women and 11 men. This class action research applies demonstration method learning with the aim of: (1) To find out how likely the demonstration method can improve the learning outcomes of students (2) to find out the response of students (3) to find out the atmosphere of learning and learning. The results of the research findings obtained are: (1) The activity of students in learning shows an increase from cycle to cycle. In cycle I, students' activities showed a score of 74.7%, then in cycle II it increased to 84.1%, (2) Students' responses to learning with this demonstration method, they stated that it was very fun, not bored and easy to understand. (3) The learning outcomes of students have increased which is reflected in the acquisition of percentages. The acquisition of the percentage value in cycle I was 36.7% with the completeness of 11 students, in cycle II it increased to 64% with the completeness of 19 students. Based on the research findings, it can be concluded that through the application of role demonstration method learning can improve student learning outcomes.

Keywords: *Learning, Moral, Demonstration.*

INTRODUCTION

SMP N 47 Seluma is a school that has adequate facilities and student input with different abilities and skills, ranging from students with low, medium to high learning abilities. SMP N 47 Seluma is located in Air Kemuning Village. Based on observations in class IX with 30 students. From interviews with PAI subject teachers and several students in the class in July 2023, it was found that the learning method used that was often used in learning activities was the lecture model. The use of the lecture method in the independent curriculum learning process is considered to involve students less and must switch to a learning model that activates students more so that students do not tend to be passive. Good and correct teaching skills are one of the demands as an educator, so a teacher must be able to choose and use the right learning approach and in accordance with the material to be delivered, and must consider the level of student development. The use of learning methods that are not varied can cause students to feel bored and bored, so that the learning process is less effective and learning objectives are not achieved as expected. The selection of the Demonstration method to be able to provide solutions for class IX students of SMPN 47 Seluma. The reason for selecting the Demonstration method is because the Demonstration method is one way of delivering learning materials by

demonstrating or showing students a process, situation, or certain objects that are being studied, either real or imitation which is often accompanied by oral explanations (Daryanto, 2009)

LITERATURE REVIEW

Learning is a human process. Get various competencies, skills, and attitudes. Learning From birth to the end of human life. According to Oemar Hamalik (2001:27) Learning outcomes are changes in behavior or competencies obtained by students after following the learning process. According to Bloom, learning outcomes include cognitive, affective, and psychomotor aspects. In the context of education, learning outcomes are indicators of success in achieving educational goals, which include understanding the material, critical thinking skills, and applying knowledge in real situations. Student fights are a phenomenon in which teenagers engage in acts of physical violence with other teenagers. The demonstration method is one method related to the behavioral approach, especially modeling theory, where after obtaining knowledge or theory and accompanied by observation of an example will produce a new response in the form of academic and motor skills (Yasin, 2009). In other words, it is stated that demonstrations will provide an opportunity for students to observe and even experience a process or event related to the material being studied so that it can support them in developing their skills or psychomotor aspects (Ahmad Barizi & Idris, 2010). In the next point, the application of the demonstration method is one effort to provide learning experiences to students, but must be selective in its application, so that it is in accordance with the learning objectives of a material. Demonstrations function to visualize abstract things (Afandi, 2013) so that students can more easily understand the material and reduce the possibility of misinterpretation (Rianto, 2006), because in its application not only the cognitive aspect is involved, but the psychomotor aspect is also involved.

METHODS

The research conducted was Classroom Action Research (CAR) which focused on efforts to change existing real conditions towards desired conditions.

RESULTS

In Cycle I, the average value of students' Control System Engineering learning outcomes in cycle I after the Demonstration Method was applied, the average learning outcomes obtained reached 74.7, and at the end of the cycle, namely cycle II, the average learning outcomes of student fights, drugs and khomar students increased to 84.1. So that the second hypothesis can be proven, namely by applying the Demonstration Method, it can improve the learning outcomes of class IX students in learning the material of moral fights.

Table 1 of Student Learning Outcomes Per Cycle

No	Mark	Cycle I		Cycle II		Information
		F	%	F	%	
1	91 – 100	3	10%	6	20%	Very Competent
2	81 – 90	5	16.7%	6	20%	Competent
3	75 – 80	3	10%	12	40%	Quite Competent
4	> 75	19	63.3%	6	20%	Not Competent
Amount		30	100%	30	100%	
Completed		36.7%		80%		
Not finished		63.3%		20%		

DISCUSSION

The aspect of student activity showed a notable increase from 74.7% in the first cycle to 84.1% in the second cycle. This improvement was influenced by several key factors that directly impact student learning outcomes. One of the main contributing factors was the well-structured learning plan developed by the researcher. Each stage of the learning process was carefully designed to align with the principles of demonstration and role-playing methods, ensuring an effective and engaging classroom experience.

Additionally, students expressed that these interactive teaching methods significantly enhanced their understanding of Islamic Religious Education, particularly in moral aspects related to appropriate dressing, grooming, and etiquette when visiting or receiving guests. Through demonstration and role-playing, students were able to observe, practice, and internalize the lessons more effectively compared to traditional teaching approaches.

The integration of demonstration and role-playing methods not only helped improve student comprehension but also increased their motivation and enthusiasm for learning. These methods provided an opportunity for students to engage actively in the learning process, making abstract concepts more tangible and relatable. The increase in student activity percentage indicates a positive response to these teaching strategies, suggesting that they contribute to a deeper understanding and retention of knowledge.

Moving forward, educators should consider incorporating interactive learning techniques to enhance student engagement and academic achievement. Further research could explore how these methods impact long-term learning retention and their effectiveness across different subject areas.

CONCLUSION

The activities of students during the learning process improved significantly when demonstration and role-playing methods were implemented. This increase was evident from the percentage of student participation and engagement. In the first cycle, student activity reached 74.7%, while in the second cycle, it increased to 84.1%. This data indicates that interactive learning methods play a crucial role in enhancing student involvement and understanding of the subject matter.

Demonstration and role-playing methods allow students to engage actively rather than passively receive information. These approaches provide an opportunity for students to practice real-life scenarios, develop problem-solving skills, and enhance their comprehension. The significant improvement from the first to the second cycle suggests that students became more accustomed to the interactive learning style and were able to participate more effectively.

Furthermore, this increase in student engagement also highlights the importance of using varied teaching methods to accommodate different learning styles. Some students learn best through visual representation, while others grasp concepts more effectively through hands-on experience. By integrating demonstration and role-playing, educators can create a more dynamic and inclusive learning environment.

The findings from this study reinforce the idea that active learning strategies contribute to better student outcomes. Future research could explore how these methods impact long-term retention and academic performance. Educators should continue to incorporate interactive techniques to foster an engaging and effective learning atmosphere.

LIMITATION

There are still teachers who do not support implementing the demonstration method, and the demonstration method cannot be applied to other subjects. They can conduct classroom action research related to improving learning outcomes and student activity in the teaching and learning process using demonstration and role playing methods.

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