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The Influence of Demonstration Methods to Improve Student Learning Outcomes in Social Science Subjects

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A B S T R A C T

Low learning outcomes in Natural and Social Sciences (IPAS) at the elementary school level are often caused by a lack of variety in learning methods and a lack of visualization of abstract concepts. Therefore, this study aims to examine the effect of implementing the demonstration method on improving sixth-grade student learning outcomes at SD Negeri 2 Karang Anyar. The approach used was quantitative, with a pre-experimental One-Group Pretest-Posttest design. The study sample involved 16 students selected using a total sampling technique. Data collection instruments consisted of a multiple-choice test and a teacher activity observation sheet. The analysis results showed an increase in the average score from 60.62 to 78.94. Furthermore, the Paired T-Test and Wilcoxon test yielded a significance value of 0.000 (<0.05). Thus, the demonstration method has proven effective in improving student learning outcomes while facilitating a more concrete and meaningful understanding of concepts.

Keywords: *Demonstration Method, Social Science Learning Outcomes.*

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INTRODUCTION

Education in Indonesia continues to develop as a strategic instrument to optimize students' potential and improve the quality of human resources. This objective is in line with the National Education System Law No. 20 of 2003, which explains that education functions to develop students' abilities, character, and competencies. The learning process is expected to create students who are knowledgeable, creative, independent, and able to face future challenges. Therefore, the success of education is strongly influenced by the quality of learning activities carried out in schools.

The learning process requires appropriate strategies, methods, and approaches so that learning objectives can be achieved effectively. Teachers have an important role in designing learning activities that are able to encourage student involvement and create meaningful experiences. Learning is not only a process of transferring knowledge from teachers to students but also a process of building students' understanding through interaction and

learning activities (Arikunto, 2013). Therefore, the selection of learning methods becomes an important aspect in improving students' learning achievement.

Science learning at the elementary school level has an important role in developing students' understanding of natural phenomena, scientific attitudes, and critical thinking skills. Based on Permendikbud Nomor 37 Tahun 2018, science learning emphasizes the mastery of concepts, scientific processes, and the formation of students' attitudes toward the environment. Elementary school students need learning experiences that are concrete because their cognitive development is still related to real objects and direct experiences. Thus, teachers need to provide learning activities that allow students to observe and understand concepts directly.

Learning outcomes are one of the indicators used to determine the success of the learning process. Learning outcomes describe the abilities achieved by students after participating in learning activities. Good learning outcomes are influenced by various factors, including learning motivation, teaching methods, learning media, and student participation during the learning process. The use of appropriate learning media and strategies can help students understand materials more easily and improve their achievement (Nurrita, 2018).

However, in practice, science learning at the elementary school level still faces various problems. Some students experience difficulties in understanding scientific concepts, especially materials that require visualization and direct observation. Learning activities that are dominated by lectures often make students less active and less interested in participating in the learning process. According to Djamarah & Aswan (2010), teachers need to apply varied learning strategies to create effective and enjoyable learning conditions.

One learning method that can overcome these problems is the demonstration method. The demonstration method is a learning method that presents a process, event, or object directly so that students can observe the learning material clearly. This method helps students understand abstract concepts through concrete experiences. The demonstration method is suitable for elementary school students because it provides opportunities for students to see, analyze, and understand learning materials through direct observation (Thobroni & Mustofa, 2013; Zain, 2009)

Several studies have shown that the demonstration method can improve students' learning outcomes. Demonstration activities can increase students' attention, motivation, and involvement because students are not only listening to explanations but also observing the learning process directly. Research conducted by Mulyati (2021) shows that the demonstration method can improve science learning outcomes. Similar findings were also reported by Munir & Sholehah (2022) and Rohima et al. (2021), who found that demonstration-based learning had a positive effect on students' understanding and achievement.

Based on preliminary observations at SDN 2 Karang Anyar, learning outcomes of grade VI students in science learning are still relatively low. The results of daily assessments indicate that 13 out of 16 students (75%) have not reached the Minimum Completeness Criteria (KKM) of 70, while only 3 students (25%) have achieved mastery. This condition shows that students still face difficulties in understanding learning materials. The problem is suspected

to be related to the use of learning methods that have not fully involved students in direct learning activities.

The low achievement of students can be caused by several factors, such as difficulty understanding abstract concepts, low learning motivation, limited learning media, and less varied teaching methods. Learning activities that only focus on explanations may reduce students' opportunities to explore and discover concepts independently. Therefore, teachers need to implement learning methods that can provide direct experiences and increase student activity. The demonstration method is expected to be an alternative strategy to overcome these learning problems.

The application of the demonstration method in science learning is expected to create a more active and meaningful learning environment. Through demonstration activities, students can connect theoretical knowledge with real phenomena, making learning easier to understand. This method also supports the development of students' observation skills, critical thinking, and scientific attitudes. Previous research by Hutagaol et al. (2023) confirms that the demonstration method contributes to improving student learning outcomes.

Based on the problems described above, this study is important to examine the application of the demonstration method in improving science learning outcomes for grade VI students at SDN 2 Karang Anyar. This research is expected to provide information about the effectiveness of the demonstration method and become a reference for teachers in selecting appropriate learning strategies. The results of this study are also expected to contribute to improving the quality of elementary school science learning.

METHOD

This study applies a quantitative approach with an experimental method. According to Sugiyono (2019), the experimental method involves the application of new things or the development of existing ideas, in order to test the influence of independent variables on dependent variables under controlled conditions. This approach specifically aims to test the direct impact of an independent variable, i.e. a demonstration method, on a dependent variable, i.e., the learning ability of IPAS, while controlling for other disruptive factors. The research design used is pre-experimental in the form of One Group Pretest-Posttest Design.

The research was carried out at SD Negeri 2 Karang Anyar, East Semendawai District, Ogan Komering Ulu Timur Regency. The study population consisted of 16 students of grade VI, with a sample selected through census techniques or total sampling. Data collection was carried out by two techniques, namely tests in the form of multiple-choice questions and non-tests through observation sheets. The test instrument includes 20 multiple-choice questions. Data analysis at the pre-research stage included instrument validity test and Wilcoxon Signed Ranks Test, while analysis of research results used normality test and hypothesis test.

FINDINGS AND DISCUSSIONS

Data Description

Education is conscious guidance to optimize student potential. Based on Permendikbud No. 37 of 2018, science subjects in grade VI of elementary school are designed

to build a foundation of science through understanding of natural concepts, process skills, and scientific attitudes. This learning requires meaningful understanding, not just memorization of the material. The application of demonstration methods in science learning is supported by several learning theories, namely Jean Piaget's Cognitive Theory: Elementary school-age children are at the concrete operational stage, so it is easier to understand concepts if assisted through direct observation and visualization of real objects. And learning outcomes are the main indicators of student competency achievement which includes the cognitive, affective, and psychomotor domains (Bloom Taxonomy).

This study aims to determine the effect of the use of demonstration methods on student learning outcomes in science subjects in grade VI of SD Negeri 2 Karang Anyar. The data presented below are the results of the initial test (*pre-test*) given before the use of the demonstration method and the final test (*post-test*) given after the treatment is completed. This data collection took place at SD Negeri 2 Karang Anyar on Thursday, October 13, 2025. The researcher used a sample of 16 students with a test scheme at the beginning and at the end of the session. Before the demonstration method is applied in thematic learning, students work on a *pretest*. After the intervention is completed, the level of students' understanding is again tested through *a posttest* containing 20 questions.

The results of the two posttest stages of evaluation are described as follows.

Pre-Test and post-Test results

The test carried out is the Paired Samples T-Test , which is used to determine the significant effect before (*Pre Test*) and after (*Post Test*) of a treatment. The pretest and postes were carried out with 16 students, and the results of IPAS learning before and after the use of the demonstration method were obtained as follows:

Table 2. Pretest Result Score

Yes	Student Name	Pretest Scores
1	Nisa	65
2	Squirt M	65
3	Sintya	60
4	Egi	50
5	Agung	50
6	Anal Sex	70
7	Astra	70
8	Stuart	65
9	Lamp	65
10	Dwi	50
11	Oak	60
12	Hafis	50
13	Made	65
14	Dava	70
15	Charles	65
16	Ayu Y	50

Table 3. Posttest Results Score

Yes	Student Name	Pretest Scores
1	Nisa	70
2	Squirt M	76
3	Sintya	80
4	Egi	73
5	Agung	75
6	Anal Sex	84
7	Astra	86
8	Stuart	79
9	Lamp	82
10	Dwi	76
11	Oak	80
12	Hafis	80
13	Made	87
14	Dava	85
15	Charles	77
16	Ayu Y	73

Based on the table of pretest and post-post IPAS learning outcomes above, there are the achievements of IPAS learning results before and after using the demonstration method as follows:

Table 4. Pretest and Protest Frequency Distribution

Paired Samples Statistics

		Red	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	60.6250	16	7.93200	1.98300
	Posttest	78.9375	16	5.01290	1.25323

The data above indicates an increase in learning outcomes in all students after treatment. The average score increased from 60.63 (pretest) to 78.94 (posttest), with a difference of about 18.31 points. In addition, the decrease in standard deviation indicates that the increase occurs more evenly and the gap in grades between students is getting smaller.

Table 5 Paired Samples Correlations

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	16	.579	.019

The results of the Paired Samples Correlations table above, the following is a detailed description of the relationship between *pretest* and *posttest* scores, namely, there were 16 respondents whose development was followed from before (*pretest*) to after (*posttest*). The correlation value of 0.579 indicates a positive and fairly strong relationship between *pretest* and *posttest* scores. To determine whether the relationship is significant or just a coincidence, we compare the values of Sig. with standard significance level (alpha = 0.05), Result: Sig. 0.019 < 0.05. Because the significance value is below 0.05, this data is suitable for further hypothesis

testing (*Paired Samples T-Test*) because it shows a consistent linear relationship between variables.

Table 6. Paired Samples Test

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Red	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Posttest	-1.83125E1	6.47785	1.61946	-21.76430	-14.86070	-11.308	15	.000

The results of the Paired Samples Test showed an average difference of -18.3125, which means that there was an increase in values of about 18.31 points after treatment. The standard deviation value of 6.48 indicates a relatively consistent increase between respondents. The 95% confidence interval (-21.76 to -14.86) did not go past zero, indicating a marked difference. The t-value of -11.308 with df 15 and Sig. 0.000 (<0.05) showed a very significant difference. The average score increased from 60.62 to 78.93, with a positive correlation of 0.579 indicating a consistent increase in respondents.

Stages of Data Collection

Elementary school education is a crucial phase where students need a strong understanding of concepts, especially in Natural and Social Sciences (IPAS) subjects. However, in reality, social studies learning in grade VI of SD Negeri 2 Karang Anyar still faces obstacles, which can be seen from the low learning outcomes of students. This is due to the learning process that is still conventional (lectures), so that students have difficulty visualizing abstract material, such as plant structure and function. Based on these problems, the framework of thinking in this study can be described as follows:

Initial Conditions (pre-test)

Before the implementation of the intervention, student learning outcomes were in the low category. Teachers tend to use unidirectional methods that make students passive. Without props or hands-on demonstrations, students rely only on imagination to understand biological material, which often leads to confusion and low absorption of information.

Giving Actions

As a solution, researchers applied the Demonstration Method. This method was chosen because it is relevant to the stage of cognitive development of elementary school-age children who according to Piaget are at the concrete operational stage.

Teacher Action: The teacher directly demonstrates an object (native plant) or process related to the material "Parts of Plants and Their Functions".

Student Reaction: Students observe, hear, and experience the learning experience firsthand. This aims to minimize verbalism (just knowing words without knowing the meaning of the object).

Final Condition (Bound Variable: Learning Outcomes)

After the application of the demonstration method, an evaluation was carried out through *post-tests*. It is expected that there will be a significant increase in learning outcomes compared to the initial condition. This improvement occurred because the demonstration method was able to: (a) Increase students' attention and concentration. (b) Make it easier for students to understand the relationship between the physical structure of plants and their real functions. (c) Createa more interactive and fun learning atmosphere.

Data Analysis

Normality Test

Table 7. Test of Normality of Harmony Matter in Ecosystems

Tests of Normality

	Treatment	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Learning Outcomes	Students before being given treatment	.272	16	.003	.808	16	.003
	students after being treated	.104	16	.200*	.969	16	.819

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

From the results of the normality test, it was used to see if the data was normally distributed with a reference value of Sig. > 0.05 (normal) and < 0.05 (abnormal). Due to the 16 sample counts, the Shapiro-Wilk test was used. As a result, the pre-test data had a Sig. 0.003 (<0.05) so it was not normally distributed, while the post-test data had a Sig. 0.819 (>0.05) so it was normally distributed.

Wilcokson Signed Ranks Test.

Since the pre-test data were not normally distributed (Sig. 0.003 < 0.05 on the Shapiro-Wilk test), the Wilcoxon Signed Ranks test was used as a non-parametric alternative. This test is appropriate because it compares paired data (pre-test and post-test), can be used on data that does not meet the assumption of normality, is suitable for small samples (N = 16), and is able to show the direction and magnitude of changes between data pairs.

Table 8. Wilcokson Signed Ranks Test Pretest and Posttest Learning Outcomes Harmony Material in Life

Ranks

		N	Mean Rank	Sum of Ranks
Post Tests - Pre Tests	Negative Ranks	0a	.00	.00
	Positive Ranks	16b	8.50	136.00
	Ties	0c		
	Total	16		

a. Post Tests < Pre Tests

b. Post Tests > Pre Tests
c. Post Tests = Pre Tests

Based on the Ranks table, there was no decrease or fixed score (0), while all respondents (16 people) went from pre-test to post-test. An average increase rating of 8.50 indicates a consistent increase in values across the sample

Table 9. Test Statistics

Test Statistics[b]	
	Post Tests - Pre Tests
Z	-3.518a
Asymp. Sig. (2-tailed)	.000
a. Based on negative ranks.	
b. Wilcoxon Signed Ranks Test	

A Z-value of -3.518 indicates a deviation from the null hypothesis. A significance value of 0.000 (<0.05) indicates that *Ho* is rejected and *Ha* is accepted, so there is a very significant difference between the pre-test and post-test results. All positive ratings also indicate that the treatment provided is effective in improving respondents' learning outcomes.

Hypothesis Submission

Hypothesis Test

Hypothesis testing is a statistical procedure used to make decisions based on sample data to answer the research's provisional allegations. In this study on the demonstration method, the hypothesis test serves to determine whether the increase in students' scores is really the result of the method or just a coincidence. Null Hypothesis (*Ho*): There was no significant effect or difference between the use of the demonstration method and the learning outcomes of social studies students. Alternative Hypothesis (*Ha*): The application of the demonstration method has a significant impact on improving student learning outcomes.
From the above conclusion, if the value of sig. (2-tailed) < 0.05: Then *Ho* was rejected and *Ha* received a Significant result. And if the value sig. (2-tailed) > 0.05: Then *Ho* was accepted and *Ha* was rejected an insignificant result.

Table 10. Hypothesis Test of Pretest and Posttest Learning Outcomes of Harmony Materials in Life

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Outcomes	Equal variances assumed	5.638	.024	-7.806	30	.000	-18.312	2.346	-23.103	-13.522

	Equal variances not assumed	-7.806	25.334	.000	-18.312	2.346	-23.141	-13.484

The results of the Levene test showed a Sig. value of 0.024 (<0.05), so the variance of the two groups was not homogeneous and the analysis using the assumption of variance was not the same. The t-test yielded a Sig. (2-tailed) value of 0.000 (<0.05), which means that there was a significant difference in average learning outcomes between the two groups. The difference in average scores of 18,312 points indicates that there is a considerable difference in performance in the two groups.

Observation Results

Observation of the science learning process using the demonstration method includes opening, core, and closing activities. The assessment was carried out by observers with a score of 1 to be carried out and 0 to not. Here is a summary of the results:

Table 11. Results of Observation of the Implementation of the Demonstration Method

Yes	Aspects	Frequency
1	Introduction	3
2	Core lesson	8
3	Closing	2
Quantity		13
Score presentation		100%
Categories		Excellent

All teacher activities for students were fully carried out, reaching the Very good level.

Discussions

The demonstration method is a very effective teaching method with the process of disclosing student acceptance of the lesson will be more memorable in depth so as to form a good and perfect understanding, students can also observe what the teacher's effectiveness is shown during the lesson (Isjoni, 2007).

Meanwhile, learning outcomes are the results achieved by students in the process of teaching and learning activities. The analysis of the test scores of learning outcomes in the science subject of grade VI students of SD Negeri 2 Karang Anyar was carried out in 3 meetings, based on the results obtained that the demonstration method had a significant effect on student learning outcomes at SDN 2 Karang Anyar. This result is in accordance with Firdaus' research which states that the Demonstration method can increase students' motivation to learn. This is suspected because the demonstration method has the advantages, namely as a student driver where students are required to be brave and not embarrassed, learning to be more communicative, productive, and can increase student confidence and hone students' courage in asking questions and students can observe directly between theory and reality.

Success in learning is certainly influenced by external factors and internal factors. External factors such as the condition of the learning environment, because the proper arrangement of the learning environment affects the level of involvement and participation of students in the learning process. A good physical classroom environment such as an attractive, effective classroom, variety in using learning methods, and teachers' communication styles in teaching and classroom processing can support students and teachers in the learning process (Slameto, 2003).

The results of the study showed that the application of the demonstration method had a significant positive impact on the academic achievement of grade VI students at SDN 2 Karang Anyar in the subject of social studies. Before the intervention (pre-test), the average score of students was only 60.62, where as many as 75% of the students had not reached and had not met the minimum implementation (KKM). However, after the demonstration method was applied through visual demonstrations and live simulations, the average score jumped dramatically to 78.94. This increase of 18.31 points proves that elementary students need concrete visualization to understand abstract science concepts. This is in line with Piaget's theory of cognitive development, which states that elementary school-age children are still at the concrete operational stage, so they absorb information more easily through direct observation than just listening to lectures.Based on the presentation and analysis of normality test data in class VI, pretest and posttest scores are given after being given treatment. The data normality test using Shapiro Wilk is assisted by SPSS 25 for windows. If the Sig. value > 0.05, then the data is normally distributed. statistical value (Shapiro-Wilk): 0.969, significance value (Sig.): 0.819, because the value is 0.819 > 0.05, the result of the above data is that the data on student learning outcomes after being given treatment are normally distributed.

According to the presentation of statistical analysis and hypothesis validity, the success of this intervention was strengthened by the results of the in-depth spss test. Based on the Paired Samples T-Test and the Wilcoxon test, a significance value (Sig. 2-tailed) of 0.000 was obtained. Since this value is much smaller than 0.05, the null hypothesis (H0) is rejected and the working hypothesis (Ha) is accepted. This means that the difference in pretest and posttest scores does not occur due to chance, but the real result of the use of the demonstration method. For correlation and consistency, a positive correlation was found of 0.579, which indicates a difference and consistency between the learning process and the increase in grades. In addition, the decrease in standard deviation in post-test results indicates that the ability gap between students is getting smaller, this method is able to help students with various levels of understanding.

Based on observational data, it is shown that this success is also driven by the excellent implementation of learning by educators (100% score). The demonstration method successfully overcomes the saturation that usually appears in the conventional lecture method. The application of this method has three main impacts on student learning behavior, namely, visualization of concepts where IPAS material that was previously considered complicated becomes easier to understand because students see phenomena in real life. The increase in participation here is that students who were previously passive become more enthusiastic and active in making observations. And reduce the level of boredom where physical and visual

activities in the demonstration are able to maintain students' focus and concentration during the teaching and learning process.

The demonstration method is very effective in helping students improve learning outcomes. It can do this correctly for each student and all the material studied. This can be caused by demonstration methods that aim to achieve the desired result. This should be done using a better pretest after the demonstration. The pretest score before treatment was 60.62 and after treatment was 78.94. Research by Mulyati (2021) and Hutagaol et al. (2023) views the demonstration method as an effective consequence because it will not produce results from the natural ability and olika grundskolor. Extensive research and classroom experiments are conducted through visualization and hands-on demonstration methods using common pedagogical strategies to improve natural outcomes and abilities (Ali, 2017; Ambarini et al., 2018; Wang, 2021; Ying, 2018).

CONCLUSIONS

From the results of the above research, it can be seen that the application of the demonstration method has a significant effect on improving student learning outcomes in science subjects. The results showed an increase in the average score of students and the results of statistical tests showed a significance below 0.05. The demonstration method has been proven to be able to make it easier for students to understand concepts more deeply, increase learning activity, and reduce difficulties in understanding abstract material. The advice that can be given is for teachers to use demonstration methods more often in the learning process, especially in materials that require visualization. In addition, subsequent research is biased to use more complex experimental designs by involving control groups so that the results of the research are stronger and generalized.

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