

THE INFLUENCE OF DEMONSTRATION METHOD ON STUDENT LEARNING OUTCOMES IN CHRISTIAN RELIGIOUS EDUCATION SUBJECT FOR 10TH GRADE STUDENTS AT KARYA AGUNG VOCATIONAL HIGH SCHOOL

Novita Romauli Saragih ¹⁾, Selamat Karo-Karo ²⁾, Padriadi Wiharjokusumo ³⁾, Managor Manalu ⁴⁾, Jelita Panjaitan ⁵⁾ Murni Naiborhu ⁶⁾

Fakultas Keguruan & Ilmu Pendidikan Universitas Darma Agung, Medan, Indonesia
^{1,2,4,5)}

Akademi Pariwisata dan Perhotelan Darma Agung, Medan, Indonesia ³⁾

Corresponding Author: novitaromauli12@gmail.com ¹⁾, [selamatkaro@gmail.com](mailto:salamatkaro@gmail.com) ²⁾,
knb.ministry76@gmail.com ³⁾, jelitapanjaitan3@gmail.com ⁵⁾ murninaimborhu@gmail.com ⁶⁾

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh metode demonstrasi terhadap hasil belajar siswa pada mata pelajaran Pendidikan Agama Kristen di SMK Karya Agung Bagan Batu Sinembah Rokan Hilir Riau pada tahun 2022. Penelitian ini juga bertujuan untuk mengevaluasi pengaruh dari metode pembelajaran secara langsung (konvensional) terhadap hasil belajar siswa pada mata pelajaran Pendidikan Agama Kristen di SMK Karya Agung Bagan Batu Sinembah Rokan Hilir Riau pada tahun 2022. Penelitian ini menggunakan desain eksperimen. Populasi penelitian ini adalah seluruh siswa kelas X SMK Karya Agung Bagan Batu Sinembah Rokan Hilir Provinsi Riau Tahun 2022 yang terdiri dari 60 orang siswa yang terbagi menjadi dua kelas paralel. Sampel penelitian terdiri dari dua kelas yaitu kelas X-1 sebagai kelas Eksperimen yang diajarkan dengan metode demonstrasi dan kelas X-2 sebagai kelas kontrol yang diajarkan dengan metode pembelajaran langsung (konvensional). Dari hasil penelitian, ditemukan bahwa metode demonstrasi secara signifikan berpengaruh terhadap hasil belajar siswa di kelas X SMK Karya Agung Bagan Batu Sinembah Rokan Hilir Provinsi Riau Tahun 2022. Hal ini dapat dilihat dari hasil uji hipotesis, dimana thitung sebesar 3,90, sedangkan ttabel sebesar 1,67, yang menunjukkan bahwa thitung > ttabel ($3,90 > 1,67$). Oleh karena itu, dapat disimpulkan bahwa metode demonstrasi memiliki pengaruh yang signifikan terhadap hasil belajar siswa.

Kata kunci: Metode Demonstrasi, Hasil Belajar Siswa

Abstract

This study aims to determine the effect of the demonstration method on student learning outcomes in the subject of Christian Religious Education in grade X of Karya Agung Vocational High School in Bagan Batu Sinembah, Rokan Hilir, Riau, in the academic year 2022, and to determine the effect of conventional teaching methods on student learning outcomes in the subject of Christian Religious Education in grade X of Karya Agung Vocational High School in Bagan Batu Sinembah, Rokan Hilir, Riau, in the academic year 2022. This type of research is an experiment. The population in this study was all grade X students of Karya Agung Vocational High School in Bagan Batu Sinembah, Rokan Hilir, Riau, in the academic year 2022, consisting of 60 students in 2 parallel classes. The sample in this study consisted of two classes, namely class X-1 as the experimental class taught with the demonstration method and class X-2 as the control class taught with conventional teaching methods. From the

History:

Received : 25 Me8 2023

Revised : 10 Juni 2023

Accepted : 23 Juli 2023

Published: 30 Agustus 2023

Publisher: LPPM Universitas Darma Agung

Licensed: This work is licensed under

Attribution-NonCommercial-No

Derivatives 4.0 International (CC BY-NC-ND 4.0)



Novita Romauli Saragih ¹⁾, Selamat Karo-Karo ²⁾, et al., **The Influence Of Demonstration Method On Student Learning Outcomes In Christian Religious...**

results of the study, it was concluded that there is a significant influence of the demonstration method on student learning outcomes in grade X of Karya Agung Vocational High School in Bagan Batu Sinembah, Rokan Hilir, Riau, in the academic year 2022. This is based on the hypothesis test, where the obtained result is tcount of 3.90, while the ttable is 1.67, which means that tcount > ttable (3.90 > 1.67). If tcount is greater than ttable, then the demonstration method has a significant influence on student learning outcomes.

Keywords: *Demonstration Method, Student Learning Outcomes*

INTRODUCTION

Education is important in developing critical thinking skills, enabling individuals to analyze and evaluate information effectively. In Indonesia, education aims to create a conducive learning atmosphere where students can develop their potential for spiritual, self-control, personality, intelligence, noble character, and necessary skills, as per the National Education System Law No. 20 of 2003.

Teachers play a crucial role in the learning process, and the quality of learning is measured through academic achievements. Student motivation towards learning is necessary for successful education, and teachers need to continuously develop their professionalism and expertise in different teaching strategies, methods, and techniques to achieve this.

In the case of low student learning outcomes in Christian Religious Education in grade X of Karya Agung Vocational High School in Bagan Batu Sinembah, Rokan Hilir, Riau, in the academic year 2022, the authors suspect that the cause is due to several factors, including lack of motivation, inappropriate teaching methods, and a lack of understanding of the material. Therefore, teachers need to find ways to enhance student motivation, use appropriate teaching methods, and improve their understanding of the material to improve student learning outcomes.

Definition of Education.

Education, according to the Indonesian Dictionary (KBBI) edition 2001, is a formal learning process that enables individuals to acquire higher knowledge and understanding about specific objects, resulting in the development of their mindset and behavior. Richey, as cited in Rulamahmadi (2016), defines education as a process that imparts knowledge, skills, and attitudes to students, enabling them to become responsible members of society and explore and develop their environment to meet their daily needs.

(Doyle, 2023) views education as the learning of attitudes, information, and skills by joining programs in one's community, which plays a significant role in bringing about small changes in society and helps individuals learn how to think, feel, and act in their environment. The role of teachers in education cannot be overstated.

(Doyle, 2023) emphasizes the critical importance of teachers as role models and even self-identification figures for students. Personal competencies that teachers need to possess include enhancing their faith and devotion to God in line with their religious

beliefs, developing empathy and tolerance to respond to diverse communities of students and society they interact with, facilitating a culture of critical thinking and accepting differences of opinion to achieve common goals, developing themselves through professional and specialized renewal, and understanding national, institutional, curriculum, and individual education goals to improve the quality of education provided to students.

Definition of Influence.

The word "influence" means the power that comes from something or someone (like a person or an object) that affects a person's thoughts, beliefs, and actions. In other words, it can make a person act in a certain way even if there is no threat or punishment involved.

According to Kamus Besar Bahasa Indonesia (2001), influence is the ability of something or someone to shape a person's character, beliefs, and actions. Meanwhile, Budiardjo (2008) states that influence is a type of power that can make someone do something in a certain way, even if there is no threat of punishment.

To sum up, influence is a power that can come from a person or an object and can have consequences or impacts on a person's behavior or beliefs.

Christian Religious Education (CRE).

Christian Religious Education (CRE) is a subject that focuses on character and moral education (Boiliu et al., 2021). It is based on Jesus Himself, who is considered the great educator for His people. The aim of CRE is to guide individuals at all levels of growth towards the recognition and experience of God's plan and will through Christ in every aspect of life. This process equips individuals for effective service, centered on Christ the Great Teacher and the maturing commandment to discipleship.

According to authors, education is the guidance of individuals towards an understanding of the art of life, which is the most complete achievement of various activities that express the potential of living beings in facing an actual environment. CRE is a deliberate, systematic, and continuous effort to transmit, awaken, or acquire knowledge, attitudes, values, skills, sensitivities, or any results of that effort. This means that all experiences are educational and intentional.

CRE is the cultivation of the minds of believers and their children with the word of God and the guidance of the Holy Spirit through a number of learning experiences conducted by the church, according to Calvin. Christian Religious Education is a way for young and old to enter into the fellowship of their faith and live with the Lord Himself. By faith in Him, they are also drawn into the fellowship of His people who confess and glorify His name at all times and in all places.

Definition of Learning

Learning is the acquisition of knowledge or skills leading to behavior change. There are various definitions: Soekamto (1996) describes it as changing behavior to meet life needs, Santrock and Yussen (1989) as a relatively permanent change due to experience, Reber (1985) as acquiring knowledge and changing one's enduring ability, and Yamin as encompassing skills, abilities, and attitudes. Gagne and Slameto (2013) define it as a change in behavior due to experience. while Syaiful and Aswan Zain (2002) see it as a series of mental and physical activities resulting from interaction with the environment.

Learning occurs in interactions such as teaching and learning in school, but changes due to intoxication or accidents do not qualify as learning. In essence, learning is the process of acquiring new knowledge, skills, or attitudes that lead to a positive and functional change in behavior, and it involves an individual's experience interacting with their environment.

Demonstration Method

The demonstration method is a teaching approach that involves showing students a process, situation, or object through verbal communication, either in reality or as a simulation. According to Sanjaya (2011) and Sumiati (2018), demonstration means performance or display. Aqib (2018) notes that this method is effective in clarifying concepts and showing students how to do something.

It is widely applicable across various subjects and allows students to find answers based on accurate facts. The demonstration method aims to capture students' attention and enable them to store the lesson material in their long-term memory, resulting in a deeper understanding of the subject matter.

Learning outcomes

According to the authors that learning outcomes are the ultimate goal of the teaching and learning process, which reflects the interaction between the teacher and the student. While the teacher evaluates the learning outcomes, the student perceives them as the culmination of their learning experience. Learning outcomes encompass a wide range of changes in behavior, including those in the cognitive, affective, and psychomotor domains.

In essence, learning outcomes are the abilities and skills that students acquire after completing a learning activity. They play a pivotal role in assessing the effectiveness of the learning process, as teachers can use this information to tailor learning activities that better meet the needs of the students. Achieving learning outcomes leads to changes in the student's mind, such as gaining a deeper understanding of a subject or becoming more socially adept.

Measuring learning outcomes can be done using various tools, such as achievement tests, which evaluate the student's mastery level of the learning targets on a specific topic. However, learning outcomes are more than just scores obtained from tests; they

represent the success achieved by students in academic achievement in school. While quizzes, exams, and tests can provide an index to determine student success, they are not the sole measure of learning outcomes.

Let's talk about how we evaluate a student's learning outcomes that there are three aspects to consider when assessing their progress.

The first is the cognitive aspect, which includes intellectual learning outcomes. This can be broken down into six categories, ranging from simple recall and memorization to more complex tasks like creating new structures and evaluating information. By evaluating a student's cognitive abilities, we can gain insight into their understanding of a subject and how they process information.

The second aspect is the affective aspect, which focuses on attitudes and beliefs. This includes things like sensitivity to external stimuli, the ability to respond appropriately, and the development of personal values and belief systems. By assessing a student's affective learning outcomes, we can better understand their personal growth and how they perceive the world around them.

Lastly, we have the psychomotor aspect, which pertains to skills and abilities. This includes things like being able to initiate a task, performing it correctly, and ultimately developing habitual and skilled behavior. By evaluating a student's psychomotor skills, we can see how they have progressed in terms of practical application and ability to perform tasks.

It's important to remember that learning outcomes aren't just limited to one aspect. By evaluating all three, we can get a more complete picture of a student's progress and abilities. Teachers can use this information to provide tailored support and ensure that every student is given the opportunity to reach their full potential.

In a study by Istarani (2017), the cognitive aspect was assessed by measuring learning outcomes based on student knowledge, as evidenced by their correct answers to questions designed by learning objectives. This is just one way to assess learning outcomes, but by considering all three aspects, we can gain a much deeper understanding of a student's abilities and potential.

In summary, learning outcomes are the changes in behavior that persist after the learning process, resulting in the acquisition of skills and knowledge. These outcomes are crucial for both teachers and students, as they provide valuable insights into the effectiveness of the learning process and the success of individual students.

METHOD OF IMPLEMENTATION

The type of research being conducted is a quasi-experiment, specifically one that focuses on the learning outcomes of students based solely on their cognitive abilities without identifying specific external factors that contribute to these outcomes. The purpose of using this quasi-experimental method is to investigate the existence and

magnitude of cause-and-effect relationships by providing specific treatments to several experimental groups while providing controls for comparison.

The research design refers to the pattern or framework of the study undertaken by the researcher. In this case, the group pretest-posttest design model is being used, based on a table, to determine the learning outcomes of students by administering tests to both classes before and after the treatment is given. This design is essential for assessing the effectiveness of the treatments provided to the experimental groups.

RESULTS AND DISCUSSION

The research results indicate a significant influence of the demonstration method on students' learning outcomes in class X at Karya Agung Vocational High School, Bagan Batu Sinembah, Rokan Hilir, Riau, in the academic year 2022. This is because the demonstration method can prevent students from feeling bored during the learning process of Christian religious education. Therefore, it is expected that students will have a correct understanding of the concepts and principles of Christian religious education, which will enable them to solve various problems in their daily lives.

Factors that affect students' learning outcomes include the low interest and curiosity of students toward Christian Religious Education, as well as their low ability, which makes it difficult for them to solve Christian Religious Education problems. Furthermore, in the teaching and learning process, all activities are teacher-centered, which also affects the low learning outcomes of students.

Table 1. Differences in pretest scores for the experimental class and the control class

No.	experimental class	Fi	control class	Fi
1	50,00	8	50,00	5
2	55,56	4	55,56	4
3	22,22	1	22,22	1
4	33,33	2	33,33	3
5	38,89	3	38,89	2
6	44,44	4	44,44	2
7	61,11	3	61,11	4
8	66,67	2	66,67	6
9	72,22	2	72,22	1
10	27,78	1	27,78	2
	Total	30		30
	\bar{X}	49,81		51,11
	SD	12,25		13,95

Figure 1. Comparison of pretest scores in the control class and the experimental class



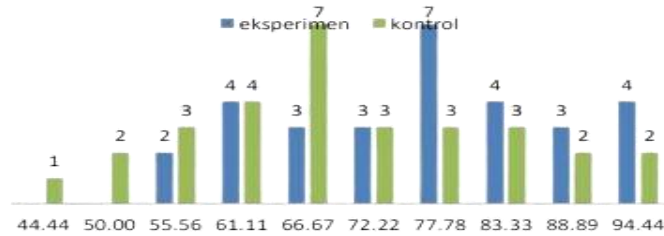
One of the learning methods aimed at helping students develop thinking and problem-solving skills is the demonstration method. The demonstration method is very influential in developing students' thinking skills through the analysis of facts or experiences as material for solving problems presented. The demonstration method is not just an active learning method, but it also helps students remember and understand various data, facts, or concepts in a relaxed or creative way. By using the demonstration method, students can benefit from training their creative learning activity and cohesiveness, which can make them more enthusiastic during the learning process.

The results show that the demonstration method provides better learning outcomes than direct (conventional) learning methods, although there are still obstacles in implementing learning methods that make student research results less optimal. In the implementation process using the demonstration method, students are motivated to ask questions and discuss with their teachers and classmates about things they do not understand in the learning materials. With the demonstration method, students become more active and focused directly on the material compared to students who are taught using direct (conventional) learning methods, which tend to be teacher-centered. Thus, students' learning methods are less critical and less active.

Table 2. Differences in Posttest Scores for the Experimental Class and the Control Class

No.	experimental class	Fi	control class	Fi
1	55,56	2	44,44	1
2	61,11	4	50,00	2
3	66,67	3	55,56	3
4	72,22	3	61,11	4
5	77,78	7	66,67	7
6	83,33	4	72,22	3
7	88,89	3	77,78	3
8	94,44	4	83,33	3
9			88,89	2
10			94,44	2
	Total	30		30
	\bar{X}	76,48		69,63
	SD	11,91		13,27

Figure 2. Comparison of posttest scores in the control class and the experimental class



Based on the results of this study and hypothesis testing, it can be seen that the use of the demonstration method has been proven to improve student learning outcomes better than students taught with direct (conventional) learning methods. It can be concluded that there is an influence of the demonstration method on student learning outcomes in Christian Religion lessons in Class X of Karya Agung Vocational High School in Bagan Batu Sinembah, Rokan Hilir, Riau in the academic year 2022.

The success of using the demonstration method in teaching can be described as follows:

- a. The teacher presents specific learning objectives (TPK) that will be achieved.
- b. The teacher provides an overview of the material to be presented.
- c. Preparing the necessary materials/tools and selecting one or more students to demonstrate all prepared scenarios.
- d. All students pay attention to the demonstration and analyze it.
- e. Each student presents their analysis and shares their experience with the demonstrated material.
- f. The teacher and students draw conclusions together.

Regarding learning outcomes, there are three types:

- a. Cognitive learning outcomes include factual knowledge, as well as knowledge that needs to be memorized. Cognitive learning outcomes are measured through cognitive evaluation. Student success in the cognitive dimension can be measured in various ways, including through written or oral tests and performance tasks.
- b. Affective learning outcomes are related to attitudes and values. Affective learning outcomes are evident in students' behavior, such as attention to lessons, discipline, motivation to learn, respect for teachers and classmates, study habits, and so on. Affective learning outcomes are measured through affective performance evaluations. When planning to develop student performance evaluation instruments with affective dimensions (the feeling domain), various types of internalization achievement and characteristics should be given special attention. This is because these two domains of feelings often control students' attitudes and actions.
- c. Psychomotor learning outcomes are observable in the form of skills and individual actions. Psychomotor learning outcomes are observed through observation. The appropriate way to evaluate success in learning in the psychomotor domain (the

action domain) is through observation. In this case, observation can be understood as a type of test about events, behaviors, or other phenomena, through direct observation.

CONCLUSION

From the results of the study, it was concluded that there is a significant influence of the demonstration method on student learning outcomes in grade X at Karya Agung Vocational High School in Bagan Batu Sinembah, Rokan Hilir, Riau, in the academic year 2022. This is based on the hypothesis test, where the obtained result is a t-count of 3.90, while the t-table is 1.67, which means that $t\text{-count} > t\text{-table}$ ($3.90 > 1.67$). If tcount is greater than ttable, then the demonstration method has a significant influence on student learning outcomes.

REFERENCES

- Aqib, A. (2018). *Pengaruh penerapan metode demonstrasi terhadap hasil belajar siswa pada mata pelajaran teknik konstruksi bangunan di SMK*. *Jurnal Teknik Sipil dan Arsitektur*, 6(2), 195-204.
- Boiliu, N. I., Intarti, E. R., & Lumbantoruan, J. H. (2021). Influence of the personal competence of teachers of Christian Religious Education on learning motivation in high school students in South Tangerang City. *2nd Annual Conference on Blended Learning, Educational Technology and Innovation (ACBLETI 2020)*, 298–302.
- Budiardjo, M. (2008). *Dasar-dasar Ilmu Politik (7th ed.)*. Jakarta: PT. Gramedia Pustaka Utama.
- Depdikbud. (2001). *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka.
- Dossuwanda in Aprilia. (2008). *Interaksi Pembelajaran*. Bandung: Pustaka Setia.
- Doyle, T. (2023). *Helping students learn in a learner-centered environment: A guide to facilitating learning in higher education*. Taylor & Francis.
- Gagne, R. (2004). *The Conditions of Learning*. New York: Holt, Rinehart, and Winston.
- Homrighausen, L. R., & Enklar, I. H. (2005). *Handbook of religious education*. Abingdon Press.
- Istarani, M. (2017). *Bloom's Taxonomy and the Three Domains of Learning*. *Journal of Education and Practice*, 8(15), 101-106.
- Junihot. (2016). *Pengertian Pembelajaran Menurut Para Ahli*. Retrieved from <https://www.materibelajar.co.id/pengertian-pembelajaran-menurut-para-ahli/>
- Kamus Besar Bahasa Indonesia. (2001). *Influence*. Retrieved from <https://kbbi.kemdikbud.go.id/entri/pengaruh>
- Lee, M. K. (2009). The Word "Education" in Latin and Its Etymology. *Journal of Curriculum and Teaching*, 8(1), 33-41.
- National Education System Law No. 20 of 2003.
- Noer, M. (2019). *Metode Penelitian Kualitatif*. Jakarta: PT RajaGrafindo Persada.

- Numahara, T. (2009). *Religious Education in Japan: Its History, Current Conditions, and Problems*. Journal of Research on Christian Education, 18(2), 132-146.
- Reber, A. S. (1985). *Reber's Autobiography*. Journal of the History of the Behavioral Sciences, 21(2), 145-151.
- Richey, S. (2008). *Ecological Literacy: Education and the Transition to a Postmodern World*. State University of New York Press.
- Saragih, NR. 2022. *Peran Musik Gerejawi Dalam Ibadah Di GBI Avia Setia Budi English Service Medan*. CV. Media Sains Indonesia. Bandung.
- Sanjaya, W. (2011). *Strategi pembelajaran: Berorientasi Standar Proses Pendidikan*. Kencana.
- Santrock, J. W., & Yussen, S. R. (1989). *The Development of cognitive processes*. New York: Harcourt Brace Jovanovich.
- Slameto. (2013). *Belajar dan Faktor-faktor yang Mempengaruhinya*. Jakarta: PT Rineka Cipta.
- Soekamto. (1996). *Sistem Belajar dan Pembelajaran*. Jakarta: Rineka Cipta.
- Sumiati, E. (2018). *Pengaruh metode demonstrasi terhadap hasil belajar siswa*. Jurnal Pendidikan Vokasi, 8(3), 406-413.
- Syaiful, A., & Aswan Zain, L. (2002). *Psikologi Pendidikan*. Jakarta: PT Raja Grafindo Persada.
- Sumiati, E. (2018). *Pengaruh metode demonstrasi terhadap hasil belajar siswa*. Jurnal Pendidikan Vokasi, 8(3), 406-413.
- Wiharjokusumo, P. 2021. *Rahasia Sukses Membangun Mental Melalui Kecerdasan Spiritual Dan Emosional Dalam Meraih Keberhasilan Berdasarkan 5 Prinsip Kemenangan Dan Hukum Kasih*. CV. Media Sains Indonesia. Bandung.
- Wahyudi, A. (2017). *Implementation of Scientific Approach to Improve Students' Learning Outcomes on Plantae Material*. International Journal of Biology Education, 6(1), 1-7.
- Yin, R. K. (2018). *Case Study Research and Applications: Design and Methods*. Sage Publications.
- Zakaria, E., Chin, L. C., & Daud, M. Y. (2010). *The Effects of Cooperative Learning on Students' Mathematics Achievement and Attitude Towards Mathematics*. Journal of Social Sciences, 6(2), 272-275.