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Implementation of Silent Demonstration Learning Strategy to Improve Elementary Madrasah Students' Learning Outcomes

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ABSTRACT

This study aims to describe the implementation of Silent Demonstration for MI/SD students and how this activity can integrate students to think critically, creatively, communicatively, and collaboratively. This research uses a type of qualitative research with descriptive methods. Descriptive research, that is, research conducted to determine the value of the independent variable, either one variable or more (independent) without making comparisons or connecting with other variables. Qualitative collection techniques usually use observation, interviews, and documentation. The demonstration strategy carried out in the learning process is a presentation of lessons by demonstrating and demonstrating to students about a certain process, situation, or object, either real or just an imitation. While mute can be interpreted as silent or unable to speak / just remain silent. Researchers are interested in the behavior of students during silent demonstrations where students play a unified role in making sweet tea, especially when carrying out the steps for making sweet tea, meaning that these activities can attract students' attention and follow learning in a fun way.

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan implementasi Silent Demonstration pada siswa MI/SD dan bagaimana kegiatan tersebut dapat mengintegrasikan siswa untuk berfikir kritis, kreatif, komunikatif, dan kolaboratif. Penelitian ini menggunakan jenis penelitian kualitatif dengan metode deskriptif. Penelitian deskriptif yaitu, penelitian yang dilakukan untuk mengetahui nilai variabel mandiri, baik satu variabel atau lebih (independen) tanpa membuat perbandingan, atau menghubungkan dengan variabel yang lain. Teknik pengumpulan kualitatif biasanya menggunakan metode observasi, wawancara, dan dokumentasi. Strategi demonstrasi yang dilakukan dalam proses pembelajaran adalah suatu penyajian pelajaran dengan memperagakan dan mempertunjukkan kepada siswa tentang suatu proses, situasi atau benda tertentu, baik sebenarnya atau hanya sekadar tiruan. Sedangkan bisu dapat diartikan membisu atau tidak bisa berbicara/diam saja. Peneliti tertarik pada tingkah siswa saat silent demonstration dimana siswa berperan kompak dalam pembuatan teh manis, khususnya saat melakukan langkah-langkah pembuatan teh manis, artinya kegiatan tersebut mampu menarik perhatian siswa dan mengikuti pembelajaran dengan menyenangkan.

INTRODUCTION

Education is an effort to increase knowledge obtained from both formal and non-formal institutions and informal institutions to obtain quality people. This educational goal will determine success in the process of directly forming quality people without neglecting the role of other elements in education (Elian & Ilyas, 2020).

In fact, elementary school children (SD) like imagination, playing, and working in groups. Because elementary school children begin to be intense in socializing, looking for playmates, and enjoy playing with their friends so that children enjoy working in groups. Playing is an activity

chosen by the child because it is fun, not because of gifts or praise. Through playing, all aspects of child development can be improved. By playing freely, children can explore to strengthen things that are already known and discover new things. Through play, children can also develop all their potential optimally, both physical potential and mental intellectual and spiritual. Therefore, playing for elementary school children (SD) is a bridge for the development of all aspects (Zaini, 2015).

So, teachers as the main actors in the implementation of educational programs in schools have a very important role to achieve educational goals. The role of teachers includes educating, guiding, training, advising, making innovations, being examples and role models, having personality, researchers, encouraging creativity, generating views, doing routine work, moving camps, bringing stories, as actors, emancipators, preserving, becoming culminators, and conducting evaluations (Juhji, 2016).

In teaching and learning activities, teachers have a relatively important role in making the knowledge taught acceptable to existing students. Not only playing a role in working on knowledge, but there are also various roles of teachers in the learning process (Yestiani & Zahwa, 2020). 21st century students are expected to have the skills to improve their competence and compete in various fields of life. These skills are Critical Thinking, Communication, Creative Thinking, and Collaboration (Munawaroh, 2021).

In fact, the study of learning through the silent demonstration strategy has been studied by several people. Among them discuss the Silent Demonstration learning technique is a simple learning technique and can improve student understanding even though the teacher only shows certain procedures with visual images by Agus Suprijono. "Silent Demonstration is a teaching method in which an instructor/or teacher shows, shows a process". The silent demonstration learning model can be applied to learning to write short stories by Rostiyah. The silent demonstration method is related to the principle of open learning environments (OLEs), namely improving multiple perspective thinking, encouraging independent learning, providing students with direct and concrete experiences in the real world, bridging personal experiences and personal theories, providing tools and resources to help students learn by Charles M. Reigeluth Alison A. Carr-Chellman. Try Nersia Nurhemi found that Active Learning with Silent Demonstration was able to foster students' science skills and learning outcomes.

Based on the analysis of the literature review above, the application of the silent demonstration method is appropriate if it aims to provide skills, reduce the use of monotonous language, and help students to make it easier to understand clearly about a process or activity because it is presented in the form of a demonstration so that it is more interesting and efficient. The purpose of using the demonstration method in learning activities is to show the process of an event according to the teaching material, how to achieve it and the ease of being understood by students in classroom teaching.

METHOD

This research was conducted in Tembung Bandar. Khalipah in Percut Sei Tuan sub-district. This research uses a qualitative research type with a descriptive method. Descriptive research is research conducted to determine the value of independent variables, either one or more variables (independent) without making comparisons, or connecting with other variables (Jayusman & Shavab, 2020). Qualitative research usually uses observation, interview, and documentation methods. Qualitative methods emphasize more on observing phenomena and examine more into the substance of the meaning of the phenomenon. Observations are carried out to obtain more accurate information, either in the form of places, (spaces), actors, objects, activities, actions, or events. Interviews or interviews are verbal question and answer activities to obtain information. Documentation is the collection, selection, processing, and storage of information in the field of knowledge.

FINDINGS AND DISCUSSION

The term strategy comes from Greek, namely strategia. Strategy is a long plan to succeed in achieving an advantage. Likewise, strategy is defined as an outline of a course of action to achieve predetermined goals (Masita, 2019). Learning strategy is a series of activity plans that include the use of methods and utilization of various resources or strengths in learning and are arranged to achieve a certain goal (Nasution, 2016).

Demonstration is an effort or practice using a demonstration shown to students so that all students are simpler in understanding and practicing what has been obtained and produced when successfully overcoming a problem. The demonstration strategy carried out in the learning process means a presentation of lessons using demonstrations and showing students about a certain process, situation, or object, either real or just an imitation. While mute can be interpreted as being able or unable to speak/just being silent.

So, from the above understanding, the silent demonstration strategy means a strategy used in the learning process by the teacher when teaching procedural or step-by-step materials using procedural demonstrations as much as possible. This can encourage students to be mentally prepared.

Silent Demonstration Strategy can be used to teach the steps of a process or other skills. By demonstrating the steps of a procedure using a silent method, it can also encourage students to maintain their attention in a learning process. This strategy can be used well to teach skills or materials that require psychomotor work.

According to Suprijono, the silent demonstration active learning model is a learning model that helps students find answers by constructing their own thoughts based on silent demonstrations/experiments with minimal explanation (Gulo & Tamba, 2019). A similar opinion according to Silberman explains that silent demonstration is a strategy used to teach types of procedures that explain step by step. This strategy is delivered as silently as possible so that it can encourage students to be mentally prepared (Nurhemy, et.al., 2011).

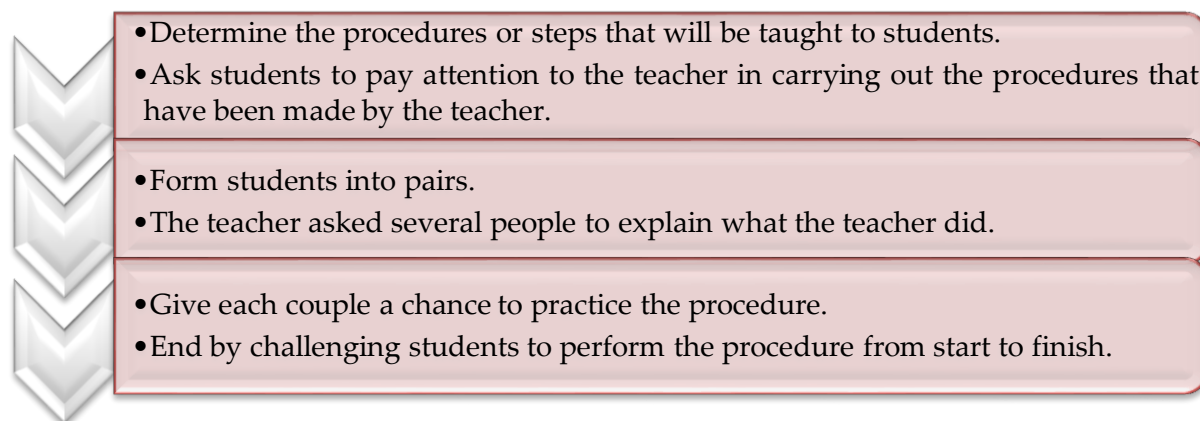


Figure 1. Silent Demonstration Steps

Silent Demonstration Strategy Steps

The steps in the silent demonstration strategy are as follows: first, determine the procedures or steps that will be taught to students. Second, ask students to pay attention to the teacher in carrying out the procedures that have been made by the teacher. Do it with minimal explanation or comments. The teacher's job here is to provide a visual description of the procedure of something. Don't expect too much that students will remember much of what the teacher does. On this occasion, the teacher is only required to build student learning readiness.

Third, Form students into pairs. Demonstrate the first part of the procedure again, trying not to give too much explanation. Ask each pair to discuss what they witnessed from the demonstration that the teacher did at the beginning of the lesson. Fourth, the teacher asks several people to explain what the teacher did. Then the teacher comments on what the students

explained. If students still have difficulty explaining what the teacher demonstrated, repeat the demonstration. Fifth, give each pair the opportunity to practice the procedure. If successful, continue with a silent demonstration for the next part. Sixth, End by challenging students to do the procedure from start to finish (Hidayu, 2013).

Advantages and Disadvantages of the Silent Demonstration Strategy

This learning model is very good for teaching lessons that require certain skills. So in detail the advantages of this learning model are as follows: (1) Students gain knowledge and skills through direct experience. (2) Learning can be done in real life situations (Herawati, 2016). (3) Students master the material more deeply, because they not only understand the material but can also practice or demonstrate it. (4) Learning will be more interesting because it involves all parts of the student's body. (5) Students will be more challenged because they must be able to apply the knowledge they know. (6) To train students to do things well and correctly. (7) Increase courage in doing something. (8) Students have skills according to what they practice. (9) Increase cooperation between students in the teaching and learning process.

The disadvantages of the silent demonstration learning model are: (1) It takes a relatively long time. (2) Sometimes the media that is practiced or demonstrated is not available properly. (3) Students' imagination is not trained enough in practicing the material taught because teachers rarely do this. (4) Not all students are given the opportunity to practice it. (5) Requires teacher ability and skills in determining key words (Fairuj, 2018). (6) If time is not available sufficiently, the demonstration will take place intermittently or be carried out in a hurry (Marzani, 2013).

Supporting and Inhibiting Factors of the Silent Demonstration Strategy

As is known that the purpose of learning carried out by teachers either to residence, school or study anywhere is to be able to obtain learning outcomes that are considered good, namely those that have met the learning outcome standards that have been set or exceeded them so that they can be classified as results that will occur with good learning. The ability factor of students has a great influence on the learning outcomes achieved. In addition to the ability factor possessed by students, there are also other factors, such as learning motivation, interest and attention, attitude and learning habits, perseverance, socio-economic, physical factors and others. It can be concluded that learning outcomes are the level of success in mastering subjects after gaining experience or learning processes within a certain period of time which will be shown through the scores obtained in the learning outcome test (Polapa, 2015).

Based on the results of observations carried out on Friday, March 10, 2023. The teacher greeted, asked for news, then explained the learning objectives, it is hoped that students will be able to understand the learning activities. The teacher formed groups, and asked students to pay attention to the teacher when explaining the silent demonstration. The results of the documentation of learning activities using the silent demonstration method are in Figure 2.



Figure 2. Practical activity of making sweet tea

Figure 2. Above shows that the teacher has started a silent demonstration with the ingredients and steps for making sweet tea. Next, the teacher tells the ingredients for making sweet tea, namely a glass, tea bag, spoon, sugar, and hot water. Next, the steps for making sweet tea are to put the tea into a glass, pour hot water, and sugar to taste. Then stir until the sugar dissolves and lift the tea bag if the color has started to turn reddish brown, and finally the sweet tea drink is ready to be served. Then the teacher asks the students to do what the teacher has explained by recording it. The researcher is interested in the behavior of students during the silent demonstration where students play a compact role in making sweet tea, especially when carrying out the steps for making sweet tea, meaning that the activity can attract students' attention and follow the learning with pleasure. The Silent Demonstration has been completed, then the teacher asks if there are any students who do not understand? and almost all students say they understand, then the teacher asks students to write down the results of their observations on the worksheet.

Based on the observations above, it can be concluded that the Silent Demonstration model is a method or tactic used by teachers to achieve learning objectives, namely student learning outcomes that reach the minimum completion criteria. Wena further explained that the Silent Demonstration learning model is very useful, both for teachers and students. For teachers, learning strategies can be used as guidelines and references for systematic action in implementing learning. For students, the use of learning strategies can facilitate the learning process (facilitate and accelerate understanding of learning content), because each learning strategy is designed to facilitate the student's learning process.

Based on the opinion above, it can be understood that the Silent Demonstration strategy is a way for teachers to deliver lesson material step by step, the first step the teacher presents by providing a brief explanation, the next step the teacher presents the material without providing an explanation or silently (Zega, et.al., 2022).

CONCLUSION

The conclusion is drawn based on the results of the research and discussion, the researcher is interested in the behavior of students during the silent demonstration where students play a compact role in making sweet tea, especially when doing the steps of making sweet tea, meaning that the activity can attract students' attention and follow the learning with pleasure. The application of the Silent Demonstration strategy can improve student learning outcomes. The silent demonstration model is a way or tactic used by teachers to achieve learning objectives, namely student learning outcomes that reach the minimum completion criteria.

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