

## Community Service Article

**MENTORING ACTIVE LEARNING CALISTUNG THROUGH  
DEMONSTRATION METHOD FOR ELEMENTARY SCHOOL CHILDREN**Dian Indriyani<sup>1)</sup>\*, Elvi Rahmi<sup>2)</sup>, Wiska Baharuddin<sup>3)</sup><sup>1,2,3)</sup> STKIP Muhammadiyah Manokwari

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**ABSTRACT**

**Introduction.** The biggest influence on the growth and development of students is an educator or teacher. The use of demonstration method is to make students become more active in teaching and learning process. There are several child-centered learning approaches including; 1) Montessori approach model; 2) Street bank approach model; 3) High Scope approach model; 4) Creative curriculum approach model; 5) Regio Emilia approach model. This community service aims as one of the calistung learning strategies in teaching and learning process, especially in West Papua for low-grade students that aims for students to learn optimally. **Method.** This research is descriptive qualitative and analyzed with the Miles, Huberman and Saldana approach using a validation technique (triangulation). **Result&Analysis.** The community service stated that the demonstration method could effectively make students become more active in the calistung teaching and learning process. **Discussion.** This demonstration method can be seen very significant increases learning outcomes for elementary students.

**Keywords: Active Learning, Calistung, Demonstration.**

**INTRODUCTION**

Learning process plays an active role in advancing education world in particular. The incapacity of providing active students makes them difficult to think critically and become passive during learning process. The actual fact during learning process in classroom is that students are forced to memorize information; remember and hoard all the information they get; however, they are not required to understand the information that will be useful in their daily life. It makes students only capable in theory,

and not proficient in applying it to daily life after they graduate.

Eric (2010) states that teacher must develop and able in mastering various learning strategies well as the main factor in learning implementation. In learning process, students are taught and directed in an active and more applicable learning atmosphere for developing students' potential. Elementary students are the determinants of the next learning process, therefore in this learning process students are required to increase their activities such as trial-and-error, role-playing and simulative activities.

Teachers as educators and motivators have a very important role in teaching and learning process as a source of knowledge and information to students to gain experience and enrichment in students' themselves. The method and steps implement by teacher in teaching and learning process are greatly determine the learning outcomes, besides that, mastering the qualified material related to the applicable curriculum at school is a stimulant in successful learning outcome. Teacher is a knowledge expert for his students, whatever the students ask, teacher should be able to answer properly and correctly.

Macuan village in Manokwari region, West Papua still classified as an area which dominated by indigenous people of West Papua. Therefore, in learning process, they are still lagging behind to understand reading and writing. The previous observation result found that there were many elementary students in Macuan village who did not know alphabet and they could not read and write well. This situation makes researchers want to know and understand whether the demonstration method is able to improve elementary students in Macuan village become more active and understand calistung (read-write-count) well. This technique is be able to become one of

learning strategies on improving learning process in minority areas.

## **METHOD OF ACTIVITIES**

The community service was conducted at SD Kampung Macuan Settlement Unit 5 West Papua with 20 people. The implementation of activities carried out by extension team for two months with student assistance.

The method of community service is descriptive qualitative which was analyzed with Miles, Huberman, Saldana approach through the validation technique (triangulation). The components in class consist of; 1) 1th Grade students in Macuanvillage was being observed while participating in a lesson using demonstration method; 2) The teacher is observed during the delivered subject using demonstration method; 3) Learning outcomes, observed from the evaluation after the learning process was carried out using demonstration method.

The demonstration method used in community service has a function for teacher to practice or directly demonstrate reading and writing material and it followed by students. Therefore, the demonstrated knowledge and skills demonstrated become more meaningful in students' memory.

## RESULT OF ACTIVITIES

### 1. Strategies, methods and learning techniques

One of the success determinants is learning process. In this process, students required to think critically and skillfully. Learning goals are characterized by students' behavior both in form of changes, knowledge, attitudes and skills. It means that there is improvement and development to be better, from those who did not understand well (Hamali, 2011). Another opinion stated that there are changes in several aspects include; 1) knowledge; 2) understanding; 3) skills; 4) attitude; 5) thinking ability; 6) appreciation of something; 7) interest and others. In every behavior, there is an observable behavior called appearance or behavioral performance, and an unobservable behavioral tendency.

The achievements that will be achieved by students after teaching and learning process include; a. knowledge (cognitive). The purpose of cognitive domain is related to the knowledge, information introduction and intellectual skills development. "There are six levels of domain classification, such as: 1) Knowledge; 2) understanding; 3) Application; 4) Analysis; 5) Synthesis; 6) Evaluation. b. skills (psychomotor). The purpose of psychomotor domain

according to Davies in book Teaching and Learning are things that related to psychomotor and used for objects or activities that require body and nerves coordination. The objectives of psychomotor domain are: a) striking body movements, b) coordinated movement speed, c) non-verbal communication devices, d) speaking ability and e) attitude (affective). The goals of affective domain related to the hierarchical value of attention, attitudes, rewards, feelings and emotions. The goals are to receive, respond, assess, organize and characterize (Suprijono, 2012).

Regulation Number 20/2003 concerning on National Education System stated that education is a conscious and planned effort to create learning atmosphere and learning process for students to be actively develop their potential, to own religious spiritual strength, personality self-control, intelligence, noble character, and skills that needed for himself, society, nation and state.

Mutiah (2010) stated that, first; education is a conscious, planned effort, it means that educational process in learning institutions or schools is not a process that originally implemented, however, it is a process that aims for every learning activities conducted by teachers and students which directed to achieve goals;

second, the planned approach process is directed at creating learning atmosphere and learning process that should be interpreted by students as learning that able to obtain the results and benefits as a balanced way to become fully developed human being; third, learning atmosphere is organized for students to develop their potential, it means that educational process should be oriented towards child-centered learning; Fourth, the end of educational process is students' ability to have religious spiritual strength, self-control, personality, noble character intelligence, socialization skills towards the society, nation and state. Thus, the educational process leads to the formation of attitudes, intelligence or intellectual's skills development.

Learning strategy is general pattern of actions for teachers and students in teaching and learning activities, also teachers' efforts in applying various learning methods to achieve the expected goals. Thus, learning strategy emphasizes how teacher's teaching activities and children's learning activities (Muhammad, 2013).

Learning method is a method used to implement plans that have been prepared in real activities for the prepared objectives to be optimally achieved, besides, it is also a method used in delivering material to achieve learning

objectives, it is a way for students to learn and achieve learning objectives (Muhammad, 2013) include lectures, questions and answers, singing, storytelling, role playing, demonstrating, discussing, and others.

Learning technique is a systematic way of managing to achieve the expected learning objectives (Muhammad, 2012) For example, interviews, questionnaires, etc. Another opinion states that techniques are several important criteria that considered by teachers in choosing learning strategies (Yus, 2011).

## **2. The definition and steps for the demonstration method**

The demonstration method is a method used to indicate process or workings of an object related to the current subject. This method requires teacher become more active than the students since teacher is the one who will demonstrate something to their students, also an indication process of occurrence of an event or object to the exemplified behavior appearance to be known and understood by students in real terms (Majid., 2013).

The demonstration method used to show a process or procedure to conduct a job related to the subject. It also provides illustrations in explaining information about the proper procedure on

implementing procedure to students. teacher is required to practice or demonstrate the lesson material directly then followed by students, moreover, the demonstrated knowledge or skills are more meaningful for students' memory. It can clarify an understanding or to show how to do something for students. As a presentation method, demonstration cannot be separated from an oral explanation by the teacher. Although in the demonstration process the role of students is only to pay attention, demonstrations can present more concrete lesson material.

The steps for using demonstration method are explained as following below;

- 1) Teacher conveys the competencies to be achieved;
- 2) teacher presents a brief overview of material that will be delivered;
- 3) Prepare the materials or tools;
- 4) Appoint one student to demonstrate according to the prepared scenario;
- 5) All students are pay attention to the demonstration and analyze it;
- 6) Each student presents the results of his analysis and also demonstrates their experience;
- 7) The teacher draws conclusions (Uno., 2010)

The application of learning method cannot be separated from its advantages and disadvantages, then teachers need to consider the advantages of the method in learning process in the aspect of

presenting material through direct observation, then students have the opportunity to compare the theory with procedures and practice that need to be done. The other advantages are;

- 1) Avoiding the occurrence of verbalism since students are paying attention to the explained material;
- 2) Learning process will be more interesting because students not only hear, but also see the occurred events;
- 3) By observing directly, students will have the opportunity to compare between theory and reality.

The disadvantages of Demonstration Method are explained as following below;

- 1) The demonstration method requires more preparation, because without adequate preparation the demonstration can no longer be effective. To perform certain process, teacher need to try several times that require a lot of time;
- 2) The demonstrations need adequate equipment, materials and space, which means that the use of this method is more expensive than other methods;
- 3) The demonstration method require special teacher abilities and skills, then the teachers need to work more professionally.

### **3. The Active student learning approach model**

According to Anita Yus, (2011) several child-centered on learning models that already known and

implemented by the community, include:

- 1) Montessori Approach Model is an approach through materials that students can play with, but in this approach it does not give students under 6 years change to fantasize. In fact, when a child plays, one of the elements in playing is fantasizing (role playing). This approach makes students not able to freely play, however it is structured that their imagination cannot be developed. The teacher task is to provide toys that have been patterned and sequentially limit the students' creativity in exploring their toys. by learning independently, the opportunity for students to interact with their friends is limited.

Second, Bank Street Approach Model. This approach has its elements, such as:

- a. The emphasis on playing,
- b. Students are active in constructing their world understanding through the interactions with objects and their environment.
- c. Consider the students as a whole.
- d. Involve parents and build the communication with parents, while teacher role as learning observer and facilitator.

As for the special note this approach include;

- (1) The happiness of life that obtained five senses;
- (2) A life of intellectual curiosity makes the world an interesting laboratory and encourages people to learn their life;
- (3) Flexibility and being able to adapt to changes;
- (4)

Enthusiasm to work, fearless and efficient of new needs, new problems and new ideas;

- (5) The courage is combined with wisdom in determining policies towards other people;
- (6) Sensitivity, not only to formal regulations but for himself as another human being to see a good life through his own study;
- (7) Developing a democratic life, both at school and outside school as the best concept to improve the concept of democracy;
- (8) All philosophies require ethical standards and scientific attitudes that work is based on the philosophy that humans can improve the society.

Third, High/Scope Approach Model. The basic principles of High/Scope approach include;

- 1) Based on Piaget's constructive theory that emphasizes in active learning, highlights the objects that can be manipulated, the role of adults in focusing students' attention and the language use in learning, point out the choices and activities in the center, and emphasizes the observation and assessment.

Fourth, Creative Curriculum Approach Model with the principle of;

- a. The concept based on research and theory;
- b. The active role of students is very dominant when they are playing and exploring;
- c. Emphasis on the materials quality and the setting of learning environment;
- d. Focus on observation and

assessment in order to achieve student's development goals; e. Highlights the student's relationship with family and their teacher.

Fifth, Emilia Regio Approach Model. This approach prioritizes the students' needs and supported by community (parents), also educational institution. This approach is focused on students' development because every student needs the opportunity to develop their abilities and potential. thus, students' intelligence can grow and optimally developed.



Figure 1. Learning activities through the demonstration method

The role of the parents is obliged to fully support every activity that implemented by children both at school and home, even parents are involved in planning the activities program prepared by educational institutions. The teacher role as a facilitator and motivator is important to encourage and provide various learning facilities needed by students. The results of students' activities are documented in books or portfolios. The characteristic of this approach

emphasizes the slightest activity carried out by students that need to be appreciated as an effort to strengthen the student work in the future.

## CONCLUSION AND SUGGESTION

An educator or a teacher is a determinant in teaching and learning activities, this is the main factor in developing learning strategies. Therefore, it is necessary for teacher to have qualified knowledge both from mastering strategies, methods, techniques, and steps in learning well. This can build the classroom atmosphere is active, one of which by using the demonstration method that wastaught in the lower grades of elementary school. The atmosphere of the learning process is organized for the students to develop their potential through more applicable learning activities. Teaching and learning for lower grade students in elementary school is more about trial activities, role playing, and other simulative activities.

Teachers as learning resources are the main key to the students' success as learners. The teacher's role is very important since it is closely related to the mastery of learning materials or curriculum in general. Whatever the students ask about the learning material, the teacher need to have the confidence in answering it for the students can obtain

the adequate information. The learning strategies are needed as the aim to achieve the learning objectives optimally. Teacher as the closest people to students' lives outside the family environment have a huge influence on the growth and development of students' intelligence.

Therefore, by recognizing and understanding the students' nature is a very valuable provision for teachers to be able to implement the learning through the right strategies and methods in every learning activity (playing) according to the age, development stage, needs and interests of students' learning. Thus, it will make students become more active in teaching and learning process.

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