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Improving learning outcomes on wind direction material in social science subjects through the demonstration method among third-grade students at min 5 demak

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ABSTRACT

Social Studies learning generally requires students to memorize lesson material, so the use of appropriate learning strategies needs to be developed and implemented as effectively as possible in order to achieve maximum goals. However, there are still teachers who teach in a monotonous manner. This causes students to become bored and tend to be passive in learning, resulting in low learning outcomes in Social Studies. The main problem that this study aims to address is: Can the application of the demonstration method improve the learning outcomes in Social Studies, specifically on the topic of cardinal directions, for third-grade students at MIN 5 Demak. This research uses classroom action research. The classroom action research was carried out in two cycles, namely Cycle I and Cycle II. Each cycle consists of four stages: planning, implementation, observation, and reflection. The data collection methods used include observation, tests, and documentation. The findings of this study indicate that the application of the demonstration method can improve the learning outcomes in Social Studies on the topic of cardinal directions for third-grade students at MI Negeri Mlaten, Mijen District, Demak Regency. This can be seen from the discussion of the average student learning scores, which increased from 46.42% in the pre-cycle to 64.28% in Cycle I, and further increased to 100% in Cycle II.

Introduction

Education is an organized, planned, and continuous lifelong effort to nurture students into well-rounded, mature, and cultured individuals (Susanto, 2012:85). Education begins at the basic level. The basic education level in Indonesia consists of elementary schools or *madrasah ibtidaiyah*. Many subjects are taught at the elementary level, including Social Studies (*Ilmu Pengetahuan Sosial* or IPS).

Social Studies (IPS) is a subject taught in Elementary Schools (*Sekolah Dasar*) or *Madrasah Ibtidaiyah*. Social Studies education at the elementary level serves as a means to develop students' insight, way of thinking, and social attitudes both within the family and in the wider community. The main objective of Social Studies is to develop students' potential so they become sensitive to social issues occurring in society, possess a positive mental attitude toward addressing various social inequalities, and acquire the skills to handle everyday problems—whether those problems affect themselves or the broader community (Alma, 2010:6).

In the Social Studies (IPS) subject, there are various topics, one of which is the topic of direction. The topic of cardinal directions is taught to third-grade students in elementary schools (SD/MI). A teacher's lack of effective use of active teaching methods or strategies in the learning process can make the lessons monotonous and reduce students' interest, which ultimately affects their learning outcomes, making them less than optimal and even disappointing. This is especially

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evident in the topic of cardinal directions. Students tend to feel bored during the lesson, resulting in a lack of active participation in class.

Learning, also referred to as instructional activity, is an effort to intentionally manage the environment so that a person can develop in a certain positive way under specific conditions (Kastolani, 2014:107). In the learning process, in addition to being required to master learning strategies, teaching methods and approaches, as well as subject matter, teachers must first understand the learning objectives of their students. Therefore, a teacher must have a learning strategy that enables students to learn effectively. Learning strategies will help students acquire facts, skills, attitudes, values, and concepts in order to achieve the intended learning goals.

With the use of learning strategies, it becomes easier for students to learn facts, skills, attitudes, values, and concepts in order to achieve the expected learning objectives. Through the demonstration learning strategy, students become more active-not only listening to what the teacher explains but also being given the opportunity to explain back what has been taught by the teacher. Educators must create a comfortable learning environment and process that is adapted to the students' level of thinking ability, so that their potential can develop optimally.

Currently, an alternative solution in the learning process is the implementation of an integrated model with a thematic approach. This integrated model with a thematic approach combines various subjects in a holistic manner through real-life themes experienced by students. Such learning is in accordance with the characteristics of children at an early developmental stage. Based on the background above, the demonstration method can better improve learning outcomes in Social Studies on the topic of cardinal directions. Therefore, the demonstration method needs to be implemented so that students become more active in Social Studies learning.

Theoretical Framework

1. Learning outcomes

The term or concept of learning is not something new; it is widely known and understood. However, in discussions about learning, each expert tends to have a different understanding and definition, even though, in practice, most of us already have a clear idea of what learning means. Therefore, to avoid diverse interpretations, several definitions of learning will be presented below (Susanto, 2013:1).

Nawawi, as cited in K. Brahim (2007:39), explains that learning outcomes can be defined as the level of a student's success in learning school subject matter, which is expressed in the form of scores obtained from tests covering specific material. As previously explained, learning outcomes encompass three aspects: conceptual understanding (cognitive aspect), process skills (psychomotor aspect), and student attitudes (affective aspect).

2. Social Sciences Subjects

Social Studies, often abbreviated as *IPS* in Indonesian, is a field of knowledge that examines various disciplines within the social sciences and humanities, as well as basic human activities, which are presented scientifically. The aim is to provide students—particularly at the elementary and secondary levels—with comprehensive insight and understanding (Susanto, 2013:137).

Social Studies as an educational program does not merely present social knowledge, but must also be directed toward shaping students to become responsible members of society and citizens who are committed to the common good. According to Somantri (2001:79), Social Studies is an educational program that selects educational content from the disciplines of social sciences and humanities, which is organized and presented in a scientific and psychological manner for educational purposes.

Social Studies plays a vital role in developing students' critical, analytical, and reflective thinking skills toward social phenomena occurring around them. Through Social Studies education, students are expected to understand the dynamics of social, economic, cultural, and political life in local, national, and global contexts. This aligns with the view of the National Council for the Social Studies (NCSS, 2010), which states that the primary goal of Social Studies education

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is to help learners become knowledgeable, responsible, and decision-making citizens in a diverse and interdependent society.

Moreover, the approach to teaching Social Studies should be integrative, contextual, and interdisciplinary. *Integrative* means that various concepts from social science disciplines such as history, geography, economics, and sociology are not taught separately, but rather integrated into themes or topics relevant to students' lives. *Contextual* learning emphasizes the connection of content with real-life situations to create meaningful learning experiences. Meanwhile, an *interdisciplinary* approach stresses the importance of collaboration among disciplines to understand and solve social issues comprehensively (Sapriya, 2009).

Ultimately, Social Studies does not only teach factual knowledge but also instills values such as tolerance, social justice, and civic responsibility. Effective Social Studies education shapes students' character to care about their surroundings, work cooperatively in a pluralistic society, and contribute positively to nation-building. Therefore, Social Studies teachers must be capable of designing lessons that foster reflective and participatory attitudes, using active and innovative methods such as discussions, simulations, case studies, and social projects.

3. Wind direction

The compass rose is a guide used to determine direction. It is commonly used in navigation, compasses, and maps. The center of the compass rose contains 8 directions arranged in the following order (clockwise):

a. North
b. Northeast
c. East
d. Southeast
e. South
f. Southwest
g. West
h. Northwest

North, east, south, and west are the four main cardinal directions. North and south represent the Earth's poles, while east and west determine direction (Wikipedia, 2025)

4. Demonstration methode.

a. Definition

The demonstration method is considered one of the more effective teaching methods, as it helps students find answers through their own efforts based on accurate facts or data. The demonstration method involves presenting lessons by showing and displaying to students a particular process, situation, or object—either in its actual form or as a model or simulation (Majid, 2014).

b. Procedures of the Demonstration Method

1) Preparation Stage

In the preparation stage, there are several tasks that need to be carried out:

a) Formulate the objectives that students should achieve after the demonstration process is completed.
b) Prepare an outline of the steps to be followed during the demonstration.
c) Conduct a trial run of the demonstration.

2) Implementation Stage

Before the demonstration is carried out, there are several things that need to be considered, including:

a) Arrange the seating in a way that allows all students to clearly observe the demonstration.
b) State the objectives that students are expected to achieve.

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c) Explain the tasks students need to carry out—such as taking notes on important points during the demonstration**.**

3) Steps for Conducting the Demonstration
   a) Begin the demonstration with activities that stimulate students to think, such as asking thought-provoking or puzzle-like questions that encourage them to engage and pay attention.
   b) Create a calm and comfortable atmosphere by avoiding tense or stressful situations.
   c) Ensure that all students are following the demonstration by observing their reactions and level of attention. (Majid, 2014).

Methods

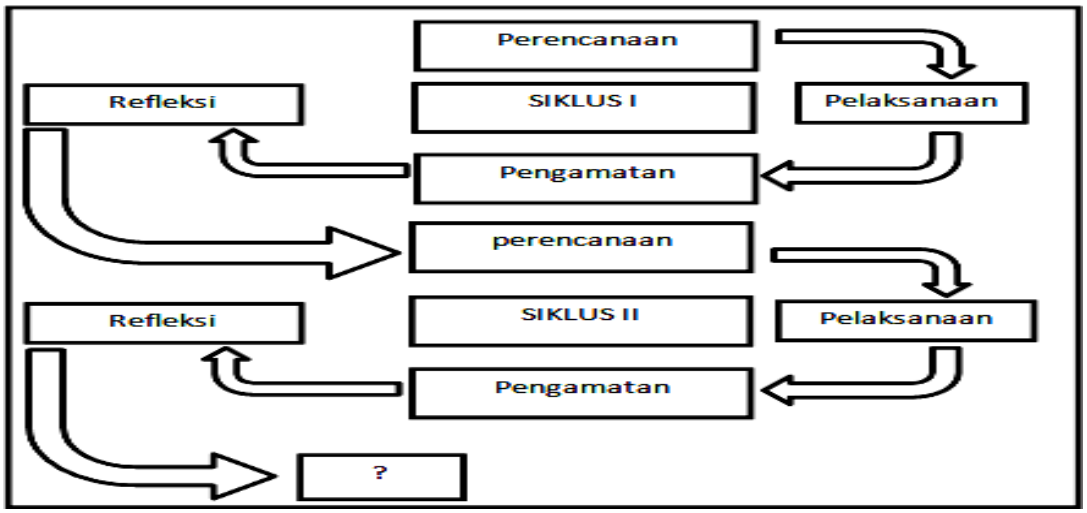
1. Research Design

This research uses classroom action research. Classroom action research (PTK) is one of the efforts made by teachers or practitioners in the form of various activities carried out to improve and/or enhance the quality of learning in the classroom. Classroom action research is an activity that is directly related to the teacher's duties in the field.

2. Research Subject

The setting or location of this Classroom Action Research (PTK) is at MIN 5 Demak, in the third-grade class during the second semester, for the Social Studies subject with the main topic of cardinal directions.

3. Research Steps



Classroom Action Research (PTK) is often preceded by various aspects that must be adequately and carefully prepared. In general, there are four steps in conducting PTK: planning, action, observation, and reflection. The following is an overview of these four steps in PTK as stated by Arikunto (2006:16). Ethics in research is not merely a matter of administration, but also involves moral values such as honesty and responsibility. Researchers must uphold the dignity of participants and ensure fairness throughout the research process (Aliwan, 2025).

If a Classroom Action Research (PTK) consists of more than one cycle, the second and subsequent cycles are repetitions of the previous stages. However, each cycle-first, second, and so on-always involves gradual improvements. Therefore, no two cycles will ever be exactly the same, even though they follow the same stages.

4. Research Instruments

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The form of instrument used to collect the data is :

a. The observation guide or observation sheet was used to observe student behavior related to the use of learning models, monitor student discussions/cooperation, observe the group transfer process, and assess each student's understanding.
b. Documentation was used to obtain data regarding the general overview of the research implementation.
c. Test questions were used to determine the students' scores.

5. Data collection technique

In this research, the researcher collected data using the following methods:

a. Observation
   Observation was carried out during the learning process. In the observation activity, it is necessary to include photos of the learning implementation. The observation results should explain whether the students were very active or otherwise.
b. Test
   The formative test used by the researcher was in the form of a written test related to the subject matter. This test was administered at the end of the learning session.
c. Documentation
   It is used to collect data through documents such as notes, which are used to record students who are active and inactive during the learning process, transcripts of students' evaluation test scores, and a camera.

6. Data analysis

Data analysis can be carried out by categorizing the data into specific groups. All the data that we obtain and collect is essentially used to test or verify the validity of the hypothesis. Whether the hypothesis is correct or not will be proven through the data collected from the field. Therefore, at this stage, the data as it is must be analyzed, processed, and organized in such a way that it can be used to verify the validity of the formulated hypothesis.

In order to verify the hypothesis, the research results will be analyzed using the following methods:

a. To calculate the class average score, the following formula is used:

$$M = \frac{\sum X}{N}$$

Description:
M = average value
ΣX = total of all student values
N = number of students (Djamarah, 2006:64)

b. To calculate the percentage of student learning mastery, the following formula is used:

$$P = \frac{\mathrm{F}}{\mathrm{N}} \times 100\ \%$$

Description:
P = value in percentage
F = frequency
N = total number of students (Djamarah, 2006:225226).

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Result

In managing the learning process in Grade III at MIN 5 Demak, teachers generally use the lecture and assignment methods. The teacher acts as the deliverer of material, while students are merely listeners who, after listening, simply complete the given exercises.

Based on the results of the pre-cycle research, which were taken from students' daily scores, there were still several students who had difficulties in learning Social Studies, particularly in the topic of cardinal directions. Out of 28 third-grade students, only 13 met the Minimum Competency Criteria (KKM), while the majority did not meet the standard. This indicates that students were still experiencing difficulties in learning, and therefore, improvements were necessary. The following is the data from the initial condition or pre-cycle phase.

Table 1.1
List Pre Value cycle

No	Name	KKM	Mark	Mastered/ Not mastered
1.	AN	70	60	**TT**
2.	AAJ	70	60	**TT**
3.	ALGN	70	80	**T**
4.	ABS	70	60	**TT**
5.	AND	70	50	**TT**
6.	ILMA	70	60	**TT**
7.	HW	70	80	**T**
8.	ID	70	90	**T**
9.	MIM	70	60	**TT**
10.	IS	70	50	**TT**
11.	KWA	70	80	**T**
12.	MFAF	70	50	**TT**
13.	MZ	70	50	**TT**
14.	MSA	70	90	**T**
15.	AY	70	60	**TT**
16.	ZM	70	50	**TT**
17.	LKMN	70	70	**T**
18.	MNMF	70	70	**T**
19.	MZA	70	50	**TT**
20.	NM	70	60	**TT**
21.	NRA	70	70	**T**
22.	RFY	70	80	**T**

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23.	SM	70	50	**TT**
24.	SAN	70	60	**TT**
25.	SF	70	70	**T**
26.	SAN	70	70	**T**
27.	VZN	70	60	**TT**
28.	NIAM	70	70	**T**
	Amount		**1810**	
	Average		**64.64**	

Source: Data processed (2024)

Description :
Achieved mastery (T) : 13
Did not achieve mastery (TT) :15 students
Based on the results obtained from the implementation of the pre-cycle phase, the following findings were obtained:

a. Calculating the class average score using the following formula:

$$M = \frac{\sum X}{N}$$

Description :
M = Average value
Σ X = Amount all mark students
N = Number of students

$$M = \frac{1810}{28}$$

M = 64.64

Meanwhile, to calculate the percentage of student learning mastery, the following formula is used:

$$P = \frac{F}{N} \times 100\%$$

Description:
P = Value in percent
F = Frequency
N = Total number

$$P = \frac{18}{28} \times 100\%$$

P = 64,28%

Based on the data and explanation above, it can be concluded that in the pre-cycle phase, the following results were obtained:

a. The existence of a number of student Which not enough notice, Because presentation of material by lecture.
b. Teacher not enough interact with student, so that Still There is students who talk to themselves.
c. Teachers do not involve students enough during the learning process so that students do not dare to be active or ask questions.

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In general, the pre-cycle phase went well and was conducted in a conducive manner, although students' learning outcomes had not yet reached the minimum passing grade standard (KKM), which is 70 for the Social Studies subject on compass directions at MIN 5 Demak Regency. This should be addressed and improved in the implementation of Cycle I.

1. Cycle I

The teaching and learning activities for this cycle were implemented on Wednesday, April 27, 2024 in class III with 28 students. The learning process was based on the learning plan. Has prepared And use instrument study in the form of teacher and student observation sheets. As a benchmark for completion value used mark criteria completeness minimum (KKM) class III on The social studies subject is 70. The following are the student learning outcomes in cycle I.

Table 1.2
Data Results Study Student Cycle I

No	Name	KKM	Mark	Matered/Not Matered
1.	AN	70	70	**T**
2.	AAJ	70	70	**T**
3.	ALGN	70	80	**T**
4.	ABS	70	70	**T**
5.	AND	70	50	**TT**
6.	ILMA	70	60	**TT**
7.	HW	70	100	**T**
8.	ID	70	90	**T**
9.	MIM	70	80	**T**
10.	IS	70	50	**TT**
11.	KWA	70	80	**T**
12.	MFAF	70	50	**TT**
13.	MZ	70	50	**TT**
14.	MSA	70	100	**T**
15.	AY	70	60	**TT**
16.	ZM	70	70	**T**
17.	LKMN	70	70	**T**
18.	MNMF	70	70	**T**
19.	MZA	70	50	**TT**
20.	NM	70	60	**TT**
21.	NRA	70	70	**T**
22.	RFY	70	80	**T**
23.	SM	70	50	**TT**

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24.	SAN	70	70	**T**
25.	SF	70	70	**T**
26.	SAN	70	70	**T**
27.	VZN	70	60	**TT**
28.	NIAM	70	70	**T**
	Amount		**1930**	
	Average		**68.92**	

Source: Data processed (2024)

2. Cycle II

Cycle II was carried out on Wednesday, May 4 2024 in class III with 28 students.

Table 1.3
Data Results Study Cycle II

No	Name	KKM	Mark	Mastered/ Not mastered
1.	AN	70	70	**T**
2.	AAJ	70	70	**T**
3.	ALGN	70	80	**T**
4.	ABS	70	70	**T**
5.	AND	70	80	**T**
6.	ILMA	70	80	**T**
7.	HW	70	80	**T**
8.	ID	70	90	**T**
9.	MIM	70	80	**T**
10.	IS	70	80	**T**
11.	KWA	70	80	**T**
12.	MFAF	70	80	**T**
13.	MZ	70	70	**T**
14.	MSA	70	70	**T**
15.	AY	70	90	**T**
16.	ZM	70	70	**T**
17.	LKMN	70	70	**T**
18.	MNMF	70	80	**T**
19.	MZA	70	70	**T**
20.	NM	70	70	**T**

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21.	NRA	70	70	**T**
22.	RFY	70	70	**T**
23.	SM	70	80	**T**
24.	SAN	70	70	**T**
25.	SF	70	80	**T**
26.	SAN	70	70	**T**
27.	VZN	70	70	**T**
28.	NIAM	70	70	**T**
	Amount		**2,330**	
	Average		**83.21**	

Source: Data processed (2025)

Description :

Achieved mastery (T) : 28 student

Did not achieve mastery (TT) :0 students

Based on the test score results, it can be concluded that the application of the demonstration method can improve students' learning outcomes in the Social Studies material that has been taught. This is evident from the increase in scores, where the class average score rose from 64.64 in the pre-test to 76.07. Based on the table above, it can be stated that the number of students who achieved success in the class is 28.

Comparison Between Cycle

Table 1.4 Comparison of Results Study Student Per Cycle

Stage	**Mark**	**completed**	**Learning outcomes**		
			Presentation	Not yet complete	Presentation
Pre cycle	64.64	13 student	4.42%	15 student	53.52 %
Cycle I	68.92	18 student	64.42%	10 student	35.71%
Cycle II	83.21	28 student	100%	0 student	0%

Discussion

After conducting research on third-grade students at MIN 5 Demak Regency, the researcher found that the students actually have a high ability to learn Social Studies.

From 28 student there is 18 student Which complete, And 10 Which not yet completed, with an overall average of 68.92. And so too Of the 28 students who are still participating in learning activities, there are still not enough.

In Cycle II, student participation during the learning process began to increase compared to Cycle I. This was because students were becoming more familiar with the implementation of the Demonstration learning method. The teacher was able to help them understand the material being presented. Students began to actively engage in the lessons. Those who were initially hesitant to ask or answer questions started to gain the confidence to do so. The teacher also began involving students more in the learning process. In completing the formative questions given by the teacher, all 28 students were able to complete their studies with an average score of 83.21.

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After conducting classroom action research in Social Studies learning through the application of the demonstration method for third-grade students at MI Negeri Mlaten, Mijen District, Demak Regency, it was found that all students had achieved scores in accordance with the individual minimum mastery criteria (100%), with an average score of 83.21.

After implementing Social Studies learning using the demonstration method, it can be seen that students' understanding of the subject is quite high. Although in the beginning, during Cycle I, only a few students actively participated in the learning activities and their formative test results were still low, with an average score of 64.64.

However, after the implementation of Cycle II, students' learning outcomes improved and showed significant progress. Students began to actively participate in learning activities, and their formative test scores also increased when compared to the pre-cycle and Cycle I. Out of 28 students, all achieved mastery in their learning, with an average formative test score of 83.21. This means that students exceeded the minimum mastery criteria (KKM) set by MI Negeri Mlaten, Mijen District, Demak Regency. Therefore, it can be concluded that there was a consistent improvement in learning outcomes from the pre-cycle through Cycle I to Cycle II.

Based on the final data analysis, it can be concluded that the demonstration method can improve learning outcomes in Social Studies, specifically on the topic of compass directions, for third-grade students in the second semester. This is evidenced by the improvement in scores: 64.64% in the pre-cycle, 68.92% in Cycle I, and 83.21% in Cycle II.

Conclusion

Based on the research results and discussion, it can be concluded that the demonstration method can improve the learning outcomes of social studies material on cardinal directions for students in class III semester II MIN 5 Demak. Matter This It can be proven that there was an increase in student learning outcomes in cycle I, the average pre-cycle value was 64.64% increasing to 68.92%, and in cycle II it increased to 83.21%.

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