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## **Improving Indonesian Language Learning Outcomes through the Demonstration Method among Eighth-Grade Students at SMPN Batu, Polewali Mandar Regency**

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### **ABSTRACT**

This study aimed to improve Indonesian language learning outcomes among eighth-grade students at SMPN Batu, Polewali Mandar Regency. It did so by implementing the demonstration method. The research was classroom action research conducted in two cycles. Each cycle included planning, implementation, observation, evaluation, and reflection. The participants were 44 eighth-grade students. The findings showed a steady improvement in student performance. The average score in Cycle I was 74.89. This increased to 82.39 in Cycle II. Mastery learning improved as well. In Cycle I, 90.9% of students met the minimum competency standard. In Cycle II, 100% achieved this standard. Student engagement and participation also increased across the cycles. These results indicate that the demonstration method is effective in enhancing both learning outcomes and student involvement in Indonesian language instruction.

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### **1. Introduction**

Education in Indonesia, as mandated by Law No. 20 of 2003 on the National Education System, aims to develop citizens holistically spiritually, intellectually, socially, and morally, so that they become independent and responsible members of society (Ariyani et al., 2021). Teachers therefore play a crucial role in guiding students not only

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to acquire knowledge but also to build character and practical skills. In this process, instructional methods become central to determining the quality of learning outcomes.

Education also serves as a way to solve problems, known as problem-posing education. Freire introduced this model as an alternative to liberate people from cultural, economic, and political oppression (Fadli, 2020). For Freire, facing problems can happen anytime and anywhere humans exist. His concept stresses self-awareness as learners who can take liberating action (Syaikhudin, 2012).

By creating superior and high-quality human resources, education contributes positively to both short-term and long-term national development. Therefore, all elements and components of education must be empowered to achieve the objective of producing superior and competent human resources (Mulyasa, 2004). Education is thus understood as a conscious and planned effort to create an enjoyable learning atmosphere so that learners can actively develop their potential in terms of spirituality, self-control, personality, intelligence, character, and the necessary skills for personal and social life (Harahap & Harahap, 2022). Beyond transferring technical knowledge, education also conveys deeper values such as discernment and wisdom (Pristiwanti et al., 2022).

One of the crucial competencies in education today is creative thinking. This is the ability to generate new ideas, solve problems innovatively, and view situations from unconventional perspectives (Putri et al., 2024). To ensure that students can easily understand learning materials, teachers must guide them with concrete examples and demonstrations. The application of engaging teaching methods helps foster student interest and participation. Creative thinking is a valuable skill because it allows learners to think flexibly and adaptively (Saffitri et al., 2023). This skill is not only relevant in art or creativity but also across multiple aspects of life, including science, technology, and business. Students with strong creative thinking skills are more capable of adapting to change, finding innovative solutions, and daring to explore new approaches. As such, creative thinking has been recognized as one of the key skills necessary for success in the globalization era and the Industrial Revolution 4.0 (Cynthia & Sihotang, 2023).

Learning itself has been defined differently by scholars. Scholars such as Hamalik (2005), Djamarah (2002), and Sudjana (2011) agree that learning is a process of change reflected in knowledge, attitudes, and skills, and learning outcomes are the competencies students achieve after instruction. Learning outcomes, therefore, are the skills or abilities gained after the learning process. Sudjana (2011) defines learning outcomes as the abilities students acquire after undergoing a learning experience. Susanto (2015) similarly views them as the competencies obtained after a learning activity. Nawawi (in Susanto, 2013) explains that learning outcomes indicate the level of success students achieve in mastering lessons, often reflected in scores obtained from tests. Hamalik (2001) states that learning outcomes show performance, while Nasution (2006) considers them the result of teaching-learning interactions, usually assessed through tests. Dimiyati & Mudjiono (2002) also emphasize that learning outcomes are indicators of student achievement as measured by teachers' assessments.

From these theories, it can be concluded that learning outcomes are obtained directly from the learning process, producing gradual changes in learners through experience. For this reason, Indonesian language education, as one of the most essential subjects, should be delivered in an engaging and easily understandable manner so that students are not bored. When learning methods are inappropriate or outdated, students may fail to grasp the material effectively. This is often the result of teachers relying on lecture-based models, where only the teacher is active and students remain passive. In reality, this model of teaching is no longer suitable for today's students, as it does not align with modern educational needs.

Despite the importance of Indonesian language learning, observations at SMPN Batu, Polewali Mandar Regency revealed several issues in eighth-grade classes. Many students appeared passive during lessons, with limited participation in asking or answering questions. Their enthusiasm and engagement were low, and classroom interactions were dominated by teacher explanations. As a result, students' learning outcomes did not consistently meet the minimum competency standards set by the school. This situation indicates that the prevailing lecture-based approach has not been effective in fostering active learning or achieving optimal results.

Therefore, there is a need to explore alternative instructional methods. One such approach is the demonstration method, which this study applies to improve Indonesian language learning outcomes among eighth-grade students at SMPN Batu.

## **2. Method**

This study employed a classroom action research (CAR) design with a descriptive approach, aimed at improving the Indonesian language learning outcomes of eighth-grade students at SMPN Batu, Polewali Mandar Regency, through the application of the demonstration method. The research was conducted at SMPN Batu, located in Batu Village, Tapango District, Polewali Mandar Regency, during the even semester of the 2024–2025 academic year. The participants in this study were 44 eighth-grade students. The classroom action research was implemented collaboratively between the researcher and the subject teacher, following the CAR cycle which included four stages: (1) planning, (2) implementing the action, (3) observing, and (4) reflecting. These stages were carried out systematically in two learning cycles to evaluate the effectiveness of the demonstration method in enhancing student learning outcomes.

## **3. Research Results and Discussion**

### ***3.1 Research Results***

This section presents the findings of the study, highlighting students' learning outcomes and engagement in the Indonesian language learning process through the demonstration method. As outlined in the previous chapter, the research was conducted in two cycles: Cycle I and Cycle II. These two cycles served to examine the extent to which student learning outcomes improved and how student learning activities evolved throughout the implementation of the demonstration method. At the end of each cycle,

evaluations and reflections were carried out to assess the progress made by students in each phase. The results from both cycles are elaborated as follows:

### 3.1.1 Quantitative Analysis Results

#### a. Post-Test Results of Cycle I

Based on the summarized descriptive analysis, it was found that the average score of students' learning outcomes after the teaching and learning process using the demonstration method implemented in Cycle I was 74.89%, with a standard deviation of 8.54%, out of the ideal maximum score of 100. This indicates that, on average, the class achieved 74.89% mastery of the sub-topic "*Values and Social Norms*" taught in Cycle I, based on the overall material delivered.

Individually, the scores obtained by the respondents ranged from a minimum score of 50 (within the ideal score range of 0) to a maximum score of 85 (out of the ideal maximum of 100), resulting in a score range of 35 points. This score range indicates that the respondents' scores varied widely, from very low to very high levels of achievement.

If the students' mastery scores above are grouped into five categories, the frequency distribution of scores is obtained as shown in Table 1 below:

**Table 1.** Distribution and Percentage of Student Learning Outcome Scores in Cycle I

No	Score Range	Category	Frequency	Percentage (%)
1	0–34	Very Low	0	0.0
2	35–54	Low	2	4.5
3	55–64	Moderate	3	7.69
4	65–84	High	33	75.0
5	85–100	Very High	6	13.6

Table 1 presents the distribution of student learning outcome scores in Cycle I. The data show that no students fell into the "Very Low" category, while 2 students (4.5%) were in the "Low" category and 3 students (7.7%) in the "Moderate" category. The majority of students, namely 33 students (75.0%), achieved scores in the "High" category, and 6 students (13.6%) reached the "Very High" category.

The overall average score in Cycle I was 74.89, which is categorized as "High." This indicates that most students demonstrated satisfactory achievement after the implementation of the demonstration method. However, the results of Cycle I had not yet fully met the established success indicators, as several students remained in the "Low" and "Moderate" categories. These findings suggest the need for adjustments and improvements in the instructional process to further enhance student mastery in the following cycle.

Therefore, the activity needs to be continued with specific improvements to the learning process based on the analysis of Cycle I implementation. Several aspects must be addressed to enhance the learning experience and support students in achieving better outcomes. The improvements to be made include:

1. Emphasizing the importance for students to better understand and comprehend the lesson material provided.
2. Providing a summary of the material that has been taught to aid in retention and review.
3. Encouraging students to take brief notes on the questions they have asked during the learning process.

**b. Final Post-Test Results of Cycle II**

Based on the summarized descriptive analysis, it was found that the average learning outcome score of eighth-grade students at SMPN Batu after the teaching and learning process using the demonstration method in Cycle II was 82.39%, with a standard deviation of 7.27%, out of a maximum possible score of 100. This indicates that, on average, the class achieved 82.39% mastery of the topic “*Social Stratification*” taught during Cycle II, covering all the material provided.

When the students’ mastery scores are grouped into five performance categories, the frequency distribution is presented in Table 2 below:

**Table 2.** Distribution of Frequency and Percentage of Student Learning Outcome Scores in Cycle II

No	Score Range	Category	Frequency	Percentage (%)
1	0–34	Very Low	0	0.0
2	35–54	Low	0	0.0
3	55–64	Moderate	0	0.0
4	65–84	High	19	43.0
5	85–100	Very High	25	57.0

Based on the average learning outcome score obtained after the teaching and learning process in Cycle II, which was 82.39%, and when categorized according to the table above, it was found that the level of mastery among eighth-grade students at SMPN Batu fell within the “Very High” category, with 25 students achieving this level.

To provide a clearer overview of the Indonesian language learning outcomes of students through the demonstration method, the test results from each cycle are presented in summary form in Table 3 below:

**Table 3.** Overview of the Improvement in Learning Outcomes of Eighth-Grade Students at SMPN Batu

No	Test Cycle	Subjects	Ideal Score	Highest Score	Lowest Score	Average Score	Score Range
1	Cycle I	44	100	85	50	74.89	35
2	Cycle II	44	100	95	70	82.39	25

Table 3 shows that the average score of Indonesian language learning outcomes among eighth-grade students at SMPN Batu increased over the course of two cycles. The

average score improved from 74.89 in Cycle I to 82.39 in Cycle II, out of an ideal maximum score of 100.

These results indicate a clear improvement in the students' Indonesian language learning outcomes through the use of the demonstration method. This is also reflected in the increasing percentage of students who reached the "Very High" category, rising from 13.6% in Cycle I to 25 students in Cycle II.

**Table 4.** Description of Mastery Learning in Indonesian Language among Eighth-Grade Students at SMPN Batu in Cycle I and Cycle II

Score Range	Mastery Status	Frequency (Cycle I)	Frequency (Cycle II)	Percentage (Cycle I)	Percentage (Cycle II)
0–64	Not Mastered	4	0	9.1%	0.0%
65–100	Mastered	40	44	90.9%	100.0%
Total		44	44	100.0%	100.0%

Source: Research Data from Cycle I and Cycle II

The analysis of student learning mastery in Cycle I and Cycle II shows that in Cycle I, 4 students (9.1%) did not achieve mastery, while in Cycle II, the number of students who did not reach the minimum competency decreased to zero (0%). Conversely, the number of students who achieved mastery in Cycle II increased to 44 students (100%), reflecting a complete improvement in learning outcomes during the second cycle.

In light of the success indicators, there was a clear improvement in Indonesian language learning outcomes over the course of the two learning cycles. The results in Cycle II met the criteria for classical completeness, as 100% of the students achieved a minimum score of 70 out of an ideal score of 100.

### 3.1.2. Quantitative Analysis Results

After completing the quantitative analysis, the results were then interpreted qualitatively. This qualitative reflection serves as an overview of the activities that took place during the implementation of the demonstration method. The reflections that emerged during the learning process in each cycle are presented as follows:

#### a. Changes in Student Attitudes During the Learning Process

##### 1) Cycle I

From the beginning of the study until the end of Cycle I, several notable changes in student behavior were observed, including the following:

- a) Student attention during the teaching and learning process showed improvement. This was indicated by the increasing willingness of students to actively participate in asking and answering questions. In the first week of instruction, only 1–2 students actively answered questions. By the second week and through the end of Cycle I, this number increased to 4–7 students. Similarly, the number of students who actively asked questions rose from around 2 students in the first week to 7

students by the end of Cycle I. Furthermore, students' attentiveness also improved, particularly when they began comparing or connecting new information with their prior knowledge—this behavior was observed in approximately 7–12 students during Cycle I.

- b) Students' ability to correctly answer questions also improved. In the first and second weeks, around 7–12 students volunteered to answer questions. However, by the end of Cycle I, this number rose significantly to approximately 30 students who raised their hands to respond.
- c) Students were increasingly motivated to understand the content of reading passages, as reflected in their initiative to take brief notes on the questions they asked. This behavior was initially observed in only 2 students during the first and second meetings, but increased to 7–12 students by the end of Cycle I.
- d) Students' active learning behavior improved as well, particularly in their use of personal notes or summaries during class. Initially, only 1–2 students referred to their notes, but in subsequent meetings and by the end of Cycle I, this number had grown to 7–12 students. Additionally, the number of students who reread difficult sections after giving unsatisfactory answers rose from 2 students in the first meeting to 12 students by the end of the cycle.
- e) Student attendance was relatively high during Cycle I, with only a few students absent from the learning process. Absences were due to health-related reasons.

Student motivation to participate in the learning process was relatively high. Based on classroom observations, approximately 4.5% of students responded to the teacher's initial questions. Around 98.00% of students read the provided learning materials, while 15.91% took the opportunity to ask questions. Students who took brief notes related to their own questions made up about 4.5%, and those given the opportunity to answer questions accounted for 27.3%. Among them, 15.7% provided responses that were relevant to the questions asked.

The observation results also indicated that, through the implementation of the demonstration method, students used previously read materials to solve real-life problems, as seen in 27.3% of the class. Furthermore, 27.3% of students referred to previously prepared notes or summaries, and an equal percentage reread their own summaries. About 15.9% of students reexamined difficult parts of the material when their initial answers were unsatisfactory.

### ***Teacher's Implementation of the Learning Process in Cycle I***

Based on the results of discussions and observations conducted during Cycle I, it was found that during the first meeting, the teacher's performance in the introductory activity was already in the "good" category. This was evident from the fact that approximately 98.00% of students paid attention to the teacher's explanation.

In the main activity, the teacher effectively used expressions such as "*for example,*" "*like,*" and "*as*" in combination with demonstrations performed by either the teacher or the students, which were generally well-executed. However, two aspects were not yet

achieved: students taking brief notes on unclear points they wished to ask about, and students volunteering to come to the front to assist the teacher in the demonstration.

This was apparent from the observation that many students still did not take notes based on the questions they had asked, and most were reluctant to come forward in front of the class. Additionally, more improvement was needed in guiding students to solve problems, recall previously learned material, and create summaries before discussing the lesson content.

Another area requiring enhancement was the teacher's ability to encourage students to revisit difficult parts of the material when their answers were incomplete or unsatisfactory. This aspect had not yet been maximized.

In the closing activity, the teacher performed fairly well in guiding students to understand the reading content, connect it with their prior knowledge, and summarize answers to the questions that had been posed. These reflection results, although not fully satisfactory, served as a reference for improvements in the implementation of the next cycle.

## **2) Cycle II**

- a) Student attention during the teaching and learning process continued to increase. This was evident from the growing number of students who actively asked and answered questions. In the first week of instruction during Cycle II, approximately 7–12 students actively answered prerequisite questions. By the second week and through the end of the cycle, this number rose to 12–20 students. Similarly, student engagement in asking questions also increased—from about 12 students in the first week to approximately 30 students by the end of the learning process in Cycle II. Moreover, students' focus during the learning sessions also improved, especially when they were engaged in problem-solving and relating new concepts to their prior knowledge—this behavior was observed in around 7–12 students throughout Cycle II.
- b) Students' confidence in answering questions improved. During the first and second weeks, only 9 students voluntarily answered questions. However, by the end of Cycle II, this number increased significantly to approximately 30 students who raised their hands to respond.
- c) The motivation and attention to understand reading materials also increased. This was reflected in the number of students who took brief notes on the questions they intended to ask—ranging from 12–20 students during the first and second meetings, and increasing to 30 students by the end of Cycle II.
- d) Students' active learning behavior also improved. At the beginning of Cycle II, around 12 students referred to their personal notes or summaries during lessons, and by the end of the cycle, this number had grown to approximately 30 students. Furthermore, the number of students who reread difficult sections to improve unsatisfactory answers increased from only 2 students in the first meeting to 12 students by the end of Cycle II.

Student motivation to participate in the learning process was relatively high. Based on classroom observations, approximately 12 students responded to the teacher's initial questions. 100% of the students read the provided materials, 27.3% were given the opportunity to ask questions, and 45.5% took notes on the questions they intended to raise. Around 27.3% of the students were given the opportunity to answer questions, and the same percentage provided answers that were relevant to the questions asked.

Observations also showed that through the implementation of demonstration-based learning, which centered on modeling accompanied by explanations to clarify the material, approximately 68.2% of students actively engaged. Additionally, 45.5% of students referred to notes or summaries they had previously prepared, while 68.2% created summaries of the entire discussion. Moreover, 45.5% of students reread difficult sections when their initial answers were unsatisfactory.

### ***Teacher's Implementation of the Learning Process in Cycle II***

Based on the results of discussions and classroom observations during Cycle II, it was found that in the second meeting, the teacher's performance in the introductory activity was classified as very good, as indicated by 100% of students paying attention to the teacher's explanation.

In the main activity, the teacher was also very effective in guiding students to read and initiate questions using prompts such as "how," "what," and "why." In addition, the goal of encouraging students to take brief notes on questions they intended to ask was successfully achieved. This was reflected in the noticeable increase in the number of students who wrote down questions to be raised during the lesson.

In the closing activity, the teacher's performance was again in the "very good" category. The teacher successfully guided students to comprehend the reading material, connect it to their prior knowledge, and summarize responses to the questions discussed.

### ***b. Student Reflection Analysis***

#### ***1). Reflection from Cycle I***

Based on observation records from the implementation of actions in Cycle I, several changes in student attitudes were identified during the course of learning activities in the classroom. In the first week, students generally showed low enthusiasm toward the lessons, many found it difficult to engage in reading, listening, and interacting with the teacher.

However, by the final week of Cycle I, positive changes began to emerge. This was indicated by a decrease in off-task behavior and an increase in student enthusiasm for participating in lessons. Students also began to show signs of independence in completing the tasks assigned to them.

Despite these improvements, several challenges were encountered in the application of the demonstration method. First, students struggled to follow the demonstration-based learning process effectively, as they were not yet familiar with this teaching method.

Second, students had not fully understood their roles and responsibilities in the learning process, they still tended to act as passive recipients rather than as active participants who contribute to the learning environment. Third, many students still felt hesitant or awkward about coming to the front of the class to assist the teacher in performing demonstrations. Fourth, students' mastery of the material remained low, largely due to the lack of access to Indonesian language textbooks. Fifth, some students were still concerned with maintaining their image ("jaim") in front of their peers, leading to reluctance or embarrassment to ask questions when they did not understand the material. Sixth, students generally lacked motivation and interest in learning.

Therefore, further efforts are needed to address these issues. Nevertheless, by the end of the cycle, student interaction with the learning process through the demonstration method showed a positive shift. This was evident from students' reflections, in which they began to enjoy the learning strategy. These reflection results served as the foundation for continuing into Cycle II, with improvements made in the implementation of demonstration-based learning.

## ***2). Reflection from Cycle II***

Based on observation records collected during the implementation of actions in Cycle II, several changes in student attitudes were noted in relation to their classroom learning activities. Students began to show genuine enthusiasm for participating in lessons. In fact, some students expressed enjoyment in reading activities due to the provision of additional information, which helped them better understand the material. Their overall learning engagement improved, especially when supported by an engaging and stimulating learning environment.

The application of demonstration-based learning also contributed significantly to the transfer of new information from short-term memory to long-term memory, by creating meaningful connections between new content and prior knowledge. This strategy utilizes students' existing mental schemas to make new information easier to remember or learn, thereby effectively assisting them in retaining information from reading texts.

The student attendance rate throughout the learning process until the end of Cycle II illustrated an increase in interest and motivation toward learning Indonesian. Students also demonstrated greater courage in asking questions about material they found unclear. This improvement was observed across all student groups, not just among high-achieving learners. Students who had previously been passive began to participate more actively by asking and answering questions and volunteering to come to the front of the class.

Moreover, students' motivation, attention, and activeness continued to improve. This was evident from the growing number of students who made efforts to understand the content of reading materials and connect it to their prior knowledge as well as real-life events occurring in their daily environment.

### 3.2. Discussion

In addition to the improvement in students' mastery of Indonesian language subject matter through the use of the demonstration method during the teaching and learning process, several other findings were also identified, including the following:

1. Enthusiasm and Engagement

From the observations conducted by the researcher over two instructional cycles using the demonstration method, it was evident that alongside the improvement in learning outcomes, there was also a noticeable increase in student enthusiasm during the learning process. This was demonstrated by the growing number of students actively asking and answering questions, as well as their ability to understand reading material and relate it to their prior knowledge. Similar outcomes were reported by Basheer, Hugerat, Kortam, and Hofstein (2017), who found that the use of teacher demonstrations significantly improved middle school students' understanding of redox reactions, as well as their attitudes toward learning. Likewise, Adhikari (2024) confirmed that demonstration fosters experiential learning and ensures students' active involvement in classroom activities.

2. Motivation and Progress

Throughout the implementation of the study, students' motivation and interest in learning Indonesian consistently increased. This was evident in the reduction of off-task behavior during lessons. Many students even competed to ask and answer questions, showing genuine enjoyment in learning Indonesian, especially when the material aligned well with the applied instructional model. These findings are consistent with research by Oloje (2025), which demonstrated that secondary school students taught with the demonstration method in chemistry achieved significantly higher mean scores than those taught with the lecture method. Similarly, Saleh (2023) reported that students in technical colleges achieved higher performance in building construction when taught through demonstration, highlighting its motivational and performance-enhancing effects.

3. Innovation

Students' self-confidence also improved over the two instructional cycles using the demonstration method. While many students initially reported having little interest in learning Indonesian, with continuous support and encouragement during the intervention, this perception gradually diminished. This change was reflected in the increased number of students who were willing to ask and respond to questions during class. This aligns with the conclusions of Loiser and Endne (2022), who emphasized that the demonstration method reliably activates students, promotes higher-order thinking, and allows them to practice material in ways that strengthen understanding. In the field of nursing education, Ogunlowo and Ajibade (2024) also found that demonstration improved students' mastery of medical-surgical nursing skills, indicating its broad applicability in diverse learning contexts.

#### 4. Student-to-Student and Student-to-Teacher Communication

Based on observations during the two cycles of instruction using the demonstration method, students were given opportunities to respond to their peers' answers and to assist classmates who were struggling. This fostered interaction among students, promoting collaborative learning. At the same time, students who had developed self-confidence also showed greater willingness to ask questions when they did not understand something. In some cases, students even challenged or clarified their peers' responses when they felt the answers differed from their own understanding. This created an environment that encouraged active interaction between students and the teacher. These findings resonate with Allen, Hill, Eddy, and Waterman (2019), who demonstrated that observing and enacting demonstrations improves recall and engagement by activating visuo-motor processes that strengthen working memory. Such cognitive benefits may explain why communication and collaboration improved in the present study.

Findings of this research reinforce existing evidence that the demonstration method is not only effective in enhancing academic outcomes but also in fostering motivation, confidence, and interaction. Prior studies across various disciplines such as from science education (Oloje, 2025; Basheer et al., 2017), technical and vocational education (Saleh, 2023), nursing (Ogunlowo & Ajibade, 2024), and general classroom learning (Adhikari, 2024; Loiser & Endne, 2022) point to the same conclusion that demonstration provides learners with concrete experiences that bridge theory and practice. The improvements observed in Indonesian language learning at SMPN Batu are therefore consistent with and contribute to this growing body of evidence.

## 4. Conclusion and Recommendations

### 4.1 Conclusion

Based on the results of the research and the discussions presented, it can be concluded that the implementation of the demonstration method in Indonesian language learning significantly enhanced the active participation of eighth-grade students at SMPN Batu. The improvement was observed across physical, mental, and social engagement, reflecting more positive and dynamic learning behaviors. Moreover, the quality of instruction improved as indicated by the increase in student learning outcomes, with the average score rising from 74.89 in Cycle I to 82.39 in Cycle II. In terms of individual mastery, the number of students meeting the minimum competency standard increased from 40 students in Cycle I to 44 students in Cycle II. However, from a classical perspective, the overall class mastery criteria were not fully achieved in either cycle.

### 4.2 Recommendations

Based on the results of the study, it is recommended that the implementation of learning using the demonstration method be considered a viable alternative for Indonesian language instruction in schools. However, its application requires careful and thorough

planning to ensure effective execution in the classroom. In addition, future researchers are encouraged to further develop and expand upon the findings of this study on a larger scale, with a particular focus on achieving student learning mastery both individually and collectively.

### **Conflict of interest**

None

### **Authors' contribution**

The authors made substantial contributions to the conception and design of the study. The authors took responsibility for data analysis, interpretation and discussion of results. The authors read and approved the final manuscript.

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