ISBN : 978-623-09-3866-5 (PDF)

CHAPTER 4

DEMONSTRATION LEARNING: A KEY COMPONENT OF THE CREATIVITY, ACTIVITY, AND SERVICE (CAS) PROGRAM FOR DEVELOPING SKILLS AND KNOWLEDGE IN STUDENTS

Hermania Bhoki (srcarolasmg@gmail.com)
Sekolah Tinggi Pastoral Reinha Larantuka

ABSTRACT

Demonstration learning is a teaching method in which the teacher shows students how to do a task step by step, and it is particularly effective for skills or procedures that require visual or physical demonstration. The Creativity, Activity, and Service Program emphasizes developing students' skills and knowledge through various experiences in creativity, activities, and service. By integrating demonstration learning into the CAS program, students can be actively involved in learning to develop new skills and knowledge through hands-on experience and demonstrate learning outcomes. With an effective demonstration learning strategy, students can gain direct experience and more easily understand the skills or concepts taught.

KEYWORD: Learning Demonstration, Creativity, Activity, And Service

INTRODUCTION

The learning process is a continuous activity whose primary goal is for students to absorb the subject matter. Karli (2004) revealed that the task of a teacher is not just teaching but places more emphasis on learning and educating; the learning that students can get while at school should be used for life provisions and survival. Therefore, learning is not only emphasized in science. In high schools, learning is carried out through various learning strategies so that students' hidden potential can be identified and increase student motivation in learning so that learning has a fun and exciting atmosphere.

Traditional learning often only involves passive teaching methods (Ahmed, 2022), such as teachers giving lectures and students taking notes. This can make students less involved in the learning process, making it difficult for them to understand and apply the concepts or skills being taught. In addition, when students only observe without being actively involved in the learning process, they lose opportunities to gain hands-on experience and practice the skills they learn.

On the other hand, in demonstration learning, the teacher or instructor shows directly the steps needed to perform a particular task or activity, providing opportunities for students to gain direct experience and be actively involved in the learning process. By actively participating in the learning process, students can more easily understand the concepts or skills being taught, and it is easier to apply them in real situations (Ani Budi et al., 2019). In demonstration learning, students can also get direct feedback from the teacher or instructor, which can help them improve their skills and better understand the concepts being taught. Therefore, demonstration learning can be a more effective teaching method and be actively involved in the learning process.

Based on the description above, the questions that must be answered in this paper are: 1). How do the differences between traditional and demonstration teaching methods affect students' ability to understand and apply the concepts or skills being taught? 2). Why is demonstration learning considered more effective 3). How can demonstration learning strategies increase student motivation and create a fun and exciting learning atmosphere?

LITERATUR REVIEW

Definition of demonstrative learning

Demonstrative learning emphasizes direct experience and practice in learning a concept or skill by providing direct examples or demonstrations to students. Demonstrative learning involves using visual or multimedia media and two-way teacher-student interaction, so students can understand and apply the skills they have learned more effectively. Through demonstrative learning, students can gain hands-on experience and increase understanding and

Table 1: Definition of demonstrative learning and parameters

NO	Author	Definisi
1	Anderson (1977)	Demonstrative learning is teaching a skill or action through observation or imitation. The parameters used are the process of learning and teaching skills.
2	Gagne (1985)	Demonstrative learning is a teaching method that focuses on understanding concepts or skills through observation or demonstration. The parameter used is the teaching method.
3	Kirschner dan van Merriënboer (2013),	Demonstrative learning is a learning process through direct experience and interaction with the environment, teacher observation, imitation, or direct practice in real situations. The parameter used is the learning process.
4	Baddeley (1990)	Demonstrative learning involves giving students examples or direct demonstrations of a concept or skill. The parameters used are examples or demonstrations.
5	Mayer (2005),	The demonstration is a learning process using visual or multimedia media to convey information interestingly and effectively. The parameter used is the use of visual or multimedia media.

In conclusion, demonstrative learning can be defined as a process of teaching or learning skills or concepts through observation, demonstration, or direct practice in real situations, through visual or

multimedia media, or by giving examples or direct demonstrations. The definition of demonstrative learning can vary depending on the perspective and parameters used by each expert.

The Difference Between Traditional Learning and Demonstrative Learning

Demonstrative learning and traditional learning are two different approaches to the learning process. Traditional learning usually involves the teacher giving explanations while students sit and listen. This approach is based on a knowledge transmission model, where teachers are considered the primary source of information, and students are considered recipients. Traditional learning focuses more on theory, concepts, and principles and provides few opportunities for students to participate in learning actively. On the other hand, demonstrative learning involves teachers doing demonstrations, and students are actively involved in the learning process. In demonstrative learning, students see and listen to the teacher showing how to do something. Then, students can try themselves or do similar assignments with guidance from the teacher. Demonstrative learning allows students to see, try, and practice concepts or skills firsthand, thus strengthening their understanding and learning experience.

Another difference between demonstrative learning and traditional learning is that demonstrative learning places more emphasis on practical experience and skills. In comparison, traditional learning places more emphasis on theory and conceptual knowledge. Demonstrative learning is more collaborative and facilitates interactive learning, while traditional learning is more passive and individualistic.

So demonstrative learning and traditional learning have different approaches to the learning process. However, demonstrative learning offers a more effective way of increasing students' practical skills and understanding, while traditional learning is more suitable for acquiring conceptual knowledge.

Table 2: Five differences between traditional learning and demonstrative learning

NO	Parameter	Traditional Learning	Demonstration Learning
1	Nature of Learning	Oral and more theoretical	More emphasis on hands-on experience and practice and more practical and concrete
2	Learning Focus	More focus on understanding concepts and theories,	More focus on skill application and practice.
3	Teacher-Student	Teacher-student interaction is one-way,	Teacher-student interaction is two-way.
4	Interaction Instructional Media	The learning media users tend to be audio-visual,	The learning media used are more diverse, such as the tools or materials used in practicing skills.
5	Measurement of Learning Outcomes	Measurement of learning outcomes is done through written tests or exams,	Learning outcomes are measured by assessing students' ability to apply the skills that have been learned.

Source **:** (Oliver & Herrington, 2003)

Demonstrative learning advantages

The demonstration method is an effective way to enhance students' active learning. In this method, the teacher shows students how to do something, not just tell them about it (Muhajir, 2020). The

demonstration method can enhance students' active learning in several ways.

1. **This method encourages students to engage in learning.**
   Students who see demonstrations are more likely to engage with the material being studied. They can see how the theory learned is applied in practice, making it easier to understand and remember the material.
2. **The demonstration method promotes critical thinking.**
   Students who watch demonstrations are encouraged to think critically about what they see. They may ask why a certain step is needed or what could happen if missed. This promotes a deeper understanding and analysis of the material.
3. **This method helps build students' self-confidence.**
   Seeing a demonstration can help students feel more confident in their ability to do a task. They can see how to do the task correctly and then try it for themselves with guidance from the teacher.
4. **The demonstration method facilitates practical learning.**
   Demonstrations can be used to introduce hands-on activities, further enhancing active learning. Students can work in groups to practice what they have seen in the demonstration.
5. **This method provides a visual aid.**
   Demonstrations provide a visual aid that can help students understand the material better. They can see how something works, so it is easier to remember and apply the concept later. The demonstration method is an effective way to enhance students' active learning. By engaging students, promoting critical

thinking, building self-confidence, facilitating practical learning, and providing visual aids, this method can help students understand and remember material better (Hajar et al., 2021).

DISCUSSION

Demonstration learning activity

Demonstration learning activity is a learning method that involves the teacher or instructor showing students how to do tasks or activities step by step. This learning activity is often used to teach skills or procedures that require visual or physical demonstration, such as cooking, woodworking, or scientific experiments. For example, demonstration learning activities to teach students how to make paper airplanes can be done in the following ways (Rizatrisna, 2020):

1. The teacher gathers students around the table and provides materials like paper and scissors.
2. The teacher demonstrates how to fold paper to make a paper airplane, step by step, explaining each fold as the demonstration progresses.
3. The teacher lets students try to make their paper airplanes and provides the necessary assistance and feedback.
4. The teacher encourages students to experiment with different designs and modifications and test their paper airplanes to see how far they can fly.
5. The teacher facilitates a class discussion about what worked and did not work and encourages students to reflect on what they learned from the activity.

6. Overall, demonstration learning activities can effectively engage students in active learning and help them develop new skills and knowledge through hands-on experience.

Demonstration learning activity is a learning method that involves the teacher or instructor showing students how to do tasks or activities step by step. This learning activity is often used to teach skills or procedures that require visual or physical demonstration, such as cooking, woodworking, or scientific experiments. Demonstration learning can be linked to the Creativity, Activity, Service (CAS) program because these two concepts emphasize the importance of students showing the skills and knowledge acquired through learning experiences.

In the CAS program, students are expected to demonstrate their learning outcomes through various means, such as presentations, exhibitions, or projects. In this case, students demonstrate the skills and knowledge acquired while engaging in creative activities, physical activities, and social services. These demonstrations can provide opportunities for students to evaluate their work, improve their skills and knowledge, and provide inspiration for new learning experiences in the future (Cathryn Berger Kaye, 2009).

So, in the context of the CAS program, demonstration learning can be an essential part of the student learning process, which can help them develop skills and knowledge and apply learning experiences in real life. Creativity, participate in physical activities, and perform social service in their community. Through the CAS program, students are expected to be able to develop the attitudes and skills needed to become responsible global citizens and be actively involved in society.

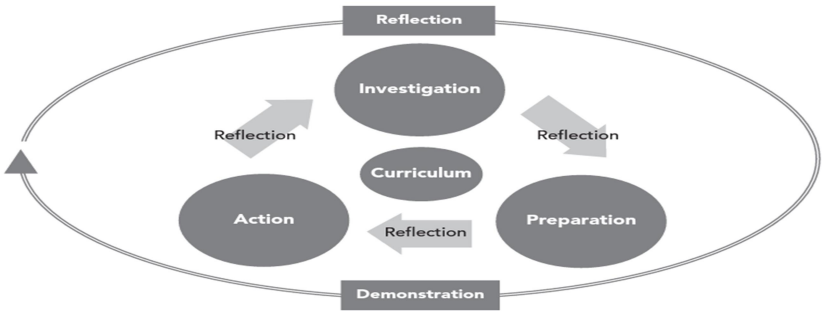


Fig 1: The 5 Stages of service learning: Dynamic process (Cathryn Berger Kaye, 2009)

The five stages of CAS are as follows:

1. Investigations

   Students identify their interests, skills, and talents to use in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and define the goals of their CAS experience. In terms of service, students identify a need they wish to address.

2. Preparation

   Students clarify roles and responsibilities, develop a plan of action, identify specific resources and timelines, and acquire any skills necessary to engage in a CAS experience.

3. Action

   Students implement their ideas or plans. This often requires decision-making and problem-solving. Students may work individually, in pairs, or groups.

4. Reflection

   Students describe what happened, express feelings, generate ideas, and ask questions. Reflection can occur at any time during CAS to

further understand, to help revise plans, to learn from experience, and to make explicit connections between their growth, achievements, and learning outcomes for personal awareness. Reflection can lead to new actions.

5. Demonstrates:

   Students make explicit what and how they learn and what they have accomplished, for example, by sharing their CAS experiences through their CAS portfolio or with others informally or formally. Through demonstration and communication, students confirm their understanding and evoke responses from others.

CAS Stages provides a framework that enables students to:

1. Increase self-awareness
2. Learning about learning
3. Exploring new and unfamiliar challenges
4. Using different learning styles
5. Develop their ability to communicate and cooperate with others
6. Experiencing and recognizing personal growth
7. Develop learner profile attributes ib.

For a single CAS experience, students can start with investigation, preparation, or action. For a sustainable CAS experience, it is recommended to start with an investigation. In this ongoing experience, the action phase can lead students back into inquiry or preparation as they further develop, expand, and apply new or related ideas.

Strategies in Demonstration Learning

The demonstration learning strategy is a learning method that involves using direct examples to teach a skill or concept to students. This method usually involves educators or instructors showing how to do a task or solve a problem while students watch and record essential things that need attention (Maisarah., 2019). The following are some strategies that can be applied in demonstration learning (Giridharan & Raju, 2016):

1. Good material preparation:

   Before a demonstration, prepare the material well and ensure you master the concepts or skills taught. Plan your presentation well, use clear and easy-to-understand language, and ensure all the necessary tools and materials are available and ready to use.
2. Choose the right example:

   Choose examples that are appropriate and relevant to the material being taught. Choose examples that are easy for students to understand and follow.
3. Provide guides and instructions:

   The teacher provides clear and easy-to-understand guidelines and instructions so that students can follow along well, then gives time to ask and answer questions and provide feedback to students.
4. Provide opportunities for exercise:

   After the demonstration, allow students to try themselves and practice the skills or concepts taught. Give feedback and encourage students to keep trying until they master the material.
5. Evaluate student progress:

Teachers need to evaluate how far students have mastered the material taught. Allow repeating or correcting if there are errors or deficiencies.

CONCLUSION

Demonstration learning in the context of the creativity, activity, and service (CAS) program emphasizes developing students' skills and knowledge through various experiences in creativity, activity, and service. Demonstration learning is a teaching method that involves the teacher showing students step by step how to do a task or activity, which is especially effective for teaching skills or procedures requiring visual or physical demonstration. By integrating demonstration learning into the CAS program, students can be actively involved in learning, develop new skills and knowledge through hands-on experience, and showcase their learning outcomes through various means such as presentations, exhibitions, or projects. Therefore, demonstration learning can be considered a vital component of the CAS program to develop student's skills and knowledge.

By applying a good demonstration learning strategy, students can gain direct experience, and it is easier to understand the skills or concepts being taught.

REFERENCE

Ahmed, A. A. (2022). *Name of Teacher / Dr . Hanan Abdulrahman Taher Name of Student / Ahmed Abdulrahman Ahmed*. *May*.

Ani Budi, A., N., N., Luthfatul, A., & Wenny Bekti, S. (2019). The Effectiveness of Demonstration and Experimentation Learning Methods for Empowering Pine Forest Coffee Farmers Bendosari Village Pujon-Malang Indonesia. *Erudio Journal of Educational Innovation*, *6*(2), 165–180. https://doi.org/10.18551/erudio.6-2.4

Cathryn Berger Kaye, M. A. (2009). The Five Stages of Learning. *File:///C:/Users/WINDOWS%2011/Downloads/TheFiveStagesofServiceLearning.Pdf*, 4–5.

Giridharan, K., & Raju, R. (2016). Impact of Teaching Strategies: Demonstration and Lecture Strategies and Impact of Teacher Effect on Academic Achievement in Engineering Education. *International Journal of Educational Sciences*, *14*(3), 174–186. https://doi.org/10.1080/09751122.2016.11890491

Hajar, I., Umanailo, M. C. B., Umanailo, R., Indriani, D. E., Handayani, N., & Nursyifa, A. (2021). The effectiveness of demonstration method in learning poetry for grade X students of SMA Negeri Sawa. *Proceedings of the International Conference on Industrial Engineering and Operations Management*, 6198–6208.

Muhajir, A. (2020). the Application of Demonstration Methods in Learning Explanation Text Middle School Students: Class Action Research. *Al'Adzkiya International of Education and Social (AIoES) Journal*, *1*(2), 60–68. https://doi.org/10.55311/aioes.v1i2.25

Oliver, R., & Herrington, J. (2003). Exploring Technology-Mediated Learning from a Pedagogical Perspective. *Interactive Learning Environments*, *11*(2), 111–126. https://doi.org/10.1076/ilee.11.2.111.14136

Rizatrisna. (2020). Improving Student Learning Activities Through the Demonstration Method. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, *4*(2), 400–408. https://pdfs.semanticscholar.org/c37b/ff86a1a03eedbf295e7b72b7a87f6f41881e.pdf

Sehat, B., Siswa, P., Vii, K., Pudak, S. D. N., Tahun, S., Dasar, S., & Pudak, N. (2019). *571-Article Text-868-1-10-20190629*. *6*(1), 27–32.

PROFIL AUTHOR



Dr. Hermania Bhoki, S.Fil., M.Pd, is a permanent Congregation Imitation Is Jesu (CIJ) member. From 1999 - 2003 he studied at the Bachelor's level at STFK Ledalero in Catholic Philosophy and graduated on July 2, 2003. In 2003 – 2005, she became a teacher and advisor for CIJ Postulants and Novices. In 2005 -2010, she became deputy head of R&D at the Pastoral Center of the Archdiocese of Ende. In 2005, she became a member of CIJ's Pastoral Work, and in 2009, he became the author of the book IKUT JESUS, published annually. In 2011 she became a Lecturer at the Pastoral High School Reinha Larantuka. From 2013 – 2015 he continued her studies for a Master in Education Management at Jakarta State University and graduated on September 1, 2015. In 2015, she returned to become a lecturer and was elected Head of the Reinha Larantuka Pastoral High School. On August 9, 2018, she continued his studies at the S3 level of Education Management at Semarang State University. She finished on September 1, 2022, with a Doctor of Education degree and returned to serve as a lecturer at the Reinha Larantuka Pastoral High School. As a lecturer, she actively carries out the Tri Dharma of Higher Education and writes scientific articles based on research results. She has been successfully published in the REINHA journal, several accredited national journals, the Sinta journal, and reputable international journals.

ISBN 978-623-09-3866-5 (PDF)