



IMPLEMENTATION OF THE DEMONSTRATION METHOD TO IMPROVE TEACHERS' ABILITY IN UTILIZING THE ENVIRONMENT AS A LEARNING RESOURCE AT SANTO TARCISIUS KINDERGARTEN DUMAI

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ABSTRACT

This paper is based on teachers' low ability to utilize the environment as a learning source at TK Santo Tarcisius Dumai. It can be seen from the symptoms that many kindergarten teachers still have not implemented yet the concept of environmental insight implementation, a few kindergarten teachers still have empowered the environment as a source of learning, and some educational institutions, especially kindergartens, still do not apply the school concept of environmental insight. The research subjects involved teachers who teach in kindergarten. The type of research is School Action Research (PTS), which aims to determine the success of increasing teachers' abilities in utilizing the environment as a learning source in teaching through demonstration methods at Kindergarten of Santo Tarcisius Dumai. Based on the results of the analysis and discussion in cycle I and cycle II mentioned above, it can be concluded that the application of the demonstration method can improve the teacher's ability to utilize the environment as a learning resource at Santo Tarcisius Kindergarten Dumai. In the first cycle, the teacher's ability to utilize the environment as a learning resource obtained a classical value of 67% and increased to 85% in cycle II.

Keywords: demonstration method, teacher's ability, environment as a learning resource

IMPLEMENTASI METODE DEMONSTRASI UNTUK MENINGKATKAN KEMAMPUAN GURU DALAM MEMANFAATKAN LINGKUNGAN SEBAGAI SUMBER BELAJAR DI TK SANTO TARCISIUS DUMAI

ABSTRAK

Tulisan ini dilatarbelakangi oleh rendahnya kemampuan guru dalam memanfaatkan lingkungan sebagai sumber belajar di TK Santo Tarcisius Dumai. Hal ini dapat dilihat dari gejala masih banyak guru TK yang belum menerapkan konsep pelaksanaan berwawasan lingkungan, masih sedikit guru TK yang memberdayakan lingkungan sebagai sumber belajar, masih adanya sebagian penyelenggaran pendidikan khususnya Taman Kanak-Kanak yang belum memahami konsep sekolah yang berwawasan lingkungan. Subjek penelitian adalah guru yang mengajar di TK. Jenis penelitian adalah penelitian tindakan sekolah (PTS) yang bertujuan untuk mengetahui keberhasilan tentang peningkatan kemampuan guru dalam memanfaatkan lingkungan sebagai sumber belajar dalam mengajar melalui metode demonstrasi di TK Santo Tarcisius Dumai. Berdasarkan hasil analisis dan pembahasan siklus I dan siklus II tersebut di atas, maka dapat disimpulkan bahwa penerapan metode demonstrasi dapat meningkatkan kemampuan guru dalam memanfaatkan lingkungan sebagai sumber belajar di TK Santo Tarcisius Dumai. Pada siklus I kemampuan guru dalam memanfaatkan lingkungan sebagai sumber belajar diperoleh nilai secara klasikal sebesar 67% dan meningkat pada siklus II sebesar 85%.

Kata Kunci: metode demonstrasi, kemampuan guru, lingkungan sebagai sumber belajar

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INTRODUCTION

Education is basically a conscious effort to develop the potential of students' human resources by encouraging them to facilitate their learning activities (Arfani, 2016). In detail, in the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System

Chapter I Article 1 (1) education is defined as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by

himself, society, nation and state. According to Huliyah (2016) early childhood education is a coaching effort aimed at children from birth to the age of 6 years which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education. Kindergarten is a form of early childhood education unit on the formal education pathway that organizes educational programs for children aged four to six years (Barnawi, 2012). Learning resources are an integral part of early childhood education activities, their proper use by teachers will be very helpful in developing various aspects of child development both cognitive, emotional, language, motoric, effect, moral and so on (Mulyasa, 2014). In early childhood education activities as a system it consists of several components or elements, all aspects or elements (Vitianingsih, 2016). All of these aspects or elements are essentially interconnected, interdependent and mutually break through in order to achieve the expected goals. The components or elements contained in the early childhood education system consist of children as input or input, educational processes/activities and children's learning outcomes as output or output. Early childhood education activities are supported by several components, namely the child component. Children as input material, in this case children are included in educational activities or the educational process. In this educational process many components or supporting elements are involved, for example the teacher as a facilitator. Learning facilities used such as classrooms, chairs, tables and others. The need for concrete learning resources and if possible even those that are actually adapted and the actual developmental stages of children according to the stage of development of thinking, children who are still at the stage of concrete operations, therefore the presentation of real and simple learning resources will greatly help develop children's thinking abilities . In this way, children are given the opportunity to learn according to their stage of ability (Miftahul, 2014). The surrounding environment has a very rich potential source of learning information and knowledge for children.

Learning through the environment is more direct so that children will gain various concrete experiences. In rural areas, for example, children who want to get to know several types of animals, such as buffaloes, goats, cows, chickens and others, can see them immediately without having to go to the zoo, because these animals are abundant in the environment. The number of learning resources available in the environment is not limited, although in general they are not designed deliberately for educational purposes, but can be utilized to further optimize the achievement of early childhood learning goals, thus learning resources in the environment will further enrich children's insights and knowledge because they learn without limited by four classroom walls. The use of the environment allows for a more meaningful learning process to occur because children are faced with actual situations and circumstances. This is what will fulfill the principle of concreteness in learning as one of the principles for early childhood, children can get to know the real objects provided by the learning environment. It will be more meaningful if children can recognize, banana heart, which grows in school gardens, compared to other children only saw a picture of a banana heart that the teacher showed in class.

Besides that, the use of the environment as a source of learning encourages appreciation of the values or aspects of life in the environment. The process of forming a child's personality is made possible in a better direction, for example starting with a child's love for the environment, participating in maintaining and preserving the environment and not destroying the environment. Learning resources that are very diverse and have many choices for children will avoid the boring educational process. Amazingly, using the environment as a learning resource for young children greatly influences physical development, social skills and cultural knowledge, emotional and intellectual development. In order to achieve the target of quality education, all components of the school need to find solutions and breakthroughs that can influence the insights and awareness of parents/guardians of students about the importance of education. One solution is to

realize an environmentally sound school. The learning environment must be created in such an interesting and fun way that children always feel at home. The physical environment should pay attention to the safety and comfort of children in playing. Educators must be sensitive to the cultural characteristics of each child. Based on the results of observations at the Santo Tarcisius Dumai Kindergarten, symptoms or phenomena were found, such as: There are still many kindergarten teachers who have not implemented the concept of environmentally sound implementation, there are still few kindergarten teachers who empower the environment as a source of learning, there are still some educational institutions, especially kindergarten - Children who do not understand the concept of an environmentally sound school. If this is allowed to continue, it will have an impact on the achievement of the school's vision and mission. Because of this, researchers carry out learning actions that aim to improve the teacher's ability to utilize the environment as a learning resource at Kindergarten Santo Tarcisius Dumai, so that this also has a good impact on student learning activities so that they can achieve learning success.

LITERATURE REVIEW

Environment as a Learning Resource The surrounding environment has a very rich potential source of learning information and knowledge for children. Learning through the environment is more direct so that children will gain various concrete experiences (Putri, 2017). In rural areas, for example, children who want to get to know several types of animals, such as buffaloes, goats, cows, chickens and others, can see them immediately without having to go to the zoo, because these animals are abundant in the environment. The number of learning resources available in the environment is not limited, although in general they are not designed deliberately for educational purposes, but can be utilized to further optimize the achievement of early childhood learning goals, thus learning resources in the environment will further enrich children's insights and knowledge because they learn without limited by four classroom walls.

The use of the environment allows for a more meaningful learning process to occur because children are faced with actual situations and circumstances. This is what will fulfill the principle of concreteness in learning as one of the principles for early childhood, children can get to know the real objects provided by the learning environment. It will be more meaningful if children can recognize, banana heart, which grows in school gardens, compared to other children only saw a picture of a banana heart that the teacher showed in class. In maximizing the potential of students, teachers try to provide the best teaching by means of direct experience, namely to instill direct experience of the natural surroundings and the social environment by seeing/observing objects that are around us, both by showing objects that are around the school environment, as well as in the home environment and look at the social conditions of the community such as customs in the village. In addition, students are given the opportunity to understand their environment with the aim that students have high knowledge about the environment and can adapt when outside of school. Kindergarten or play group is a place for children to play and learn. The environment needs to be designed in such a way as to be comfortable and fun so that children feel at home in their learning environment.

According to Morrison (2012) when thinking about the preschool environment, we think about the physical dimensions, furnishings, materials and space. It is part of the preschool environment, but the preschool environment also includes child-staff interaction and behavior, children's cultural needs and how to meet them, meal times, activities and interactions, staff quality and so on. Swadayaningsih (2020) says that the physical environment is objects that are around children in the form of buildings or objects made/built by the local community. Every educator must realize the need to design and organize a child's learning environment with the aim that children are always interested and stimulated to want to learn. Even though teachers set educational goals in their classes, they will always focus on how they should organize the physical environment in school. And then plan

and organize a social environment that will support the achievement of educational goals (Saidah, 2018). 1. Definition of Demonstration Method Ruwaidah (2021) that the demonstration method is a way of teaching in which a teacher shows, shows a learning process so that all students in the class can see, observe, hear maybe grope and feel the process shown by the teacher. With demonstrations, the process of students' acceptance of the lesson will be more deeply impressed, thus forming a good and perfect understanding. Students can also observe and pay attention to what the teacher shows during the lesson. Hidayati (2021) suggests the demonstration method is a way of presenting lessons by demonstrating or demonstrating to students a particular process, situation, or object that is being studied, either actual or imitation, which is often accompanied by an oral explanation. With this demonstration method, the student's acceptance of the lesson will be more deeply impressed, thus forming a good and perfect understanding. Also students can observe and pay attention to what is shown during the lesson. From the two opinions above, it can be concluded that the demonstration method is a method used by teachers or outsiders who are intentionally brought in or even students to demonstrate the movements of a process with the correct procedure accompanied by information to the whole world. In the demonstration method students observe carefully and thoroughly and with full attention and participation.

REASERCH METHOD

This school's Action Research is located at the Kindergarten of Santo Tarcisius Dumai,

which is aimed at the teachers of Kindergarten of Saint Tarcisius Dumai. The main reason is from the results of observations and information from teachers, that almost all teachers lack understanding of utilizing the environment as a learning resource. The main objective of this research is to improve the teacher's ability to use the environment as a learning resource at St. Tarcisius Kindergarten, Dumai.

The subjects in this study were teachers who teach at St. Tarcisius Dumai Kindergarten. The form of action in this research is in the form of supervision (group guidance) to teachers, so that they have the ability to utilize the environment as a source of learning. In detail, the forms of action in this study are: 1. Convey information about utilizing the environment as a learning resource. 2. Guiding teachers to develop learning scenarios related to utilizing the environment as a learning resource. 3. Guiding teachers in understanding the use of the environment as a learning resource. 4. Guiding teachers in carrying out learning for participants related to utilizing the environment as a learning resource. Data analysis technique The data analysis technique for observing the activities of teachers and students in this study uses the following formula:

(Anas Sudijono, 2004)

Information:

f = Frequency that is being sought percentage
 n = Number of Cases (number of frequencies/number of individuals)

P = Percentage number

100% = Fixed Number

Table 1. Classification of Percentage Measurement Results of Observation of Teacher and Student Activities

No	Classification	Percentage (%)
1	Good	67 - 100
2	Pretty good	34 - 66
3	Not good	0 - 33

(Arikunto, 2014).

For analysis of student learning outcomes through giving tests in the form of daily tests using the following formula: (Zainal Aqib, 2009)
 Information: P = percentage increase. Postrate =

value after being given an action. Baserate = value before action.

RESULTS AND DISCUSSION

This classroom action research was carried out in accordance with the planning and evaluation that had been prepared beforehand.

The researcher made observations about the teacher's ability to use the environment as a learning resource with the following results:

Table 2. Observation Data on the Utilization of the Environment as a Learning Resource Cycle I

NO	Utilization of the Environment as a Learning Resource	Percentage
1	Planning	67%
2	Procurement	67%
3	Election	78%
4	Saving	67%
5	maintenance	67%
6	Evaluation	56%
Average		67%

Source: Research Processed Data, 2021

Based on the results of the research in cycle I, it is known that most of the teachers lack the ability to use the environment as a learning resource in the fairly good category with a percentage of 67%. As with the activities of

researchers in the first cycle, the activities in the second cycle were also carried out by observation, evaluation and assessment. The teacher's ability to utilize the environment has increased as can be seen in table 3.

Table 3. Data on Teacher Ability in Utilizing the Environment as a Learning Resource Cycle II

NO	Utilization of the Environment as a Learning Resource	Percentage
1	Planning	89%
2	Procurement	89%
3	Election	89%
4	Saving	78%
5	maintenance	78%
6	Evaluation	89%
Average		85%

Source: Research Processed Data, 2021

Based on the results of the research, in cycle II it is known that most of the teachers have used the environment as a learning resource in the very good category with a percentage of 85%. So in cycle II the use of the environment as a source of learning is mostly in the very good category, which means that this research is said to have

been successful and there is no need to carry out further research. When compared to the learning outcomes test between cycle I and cycle II there was a good increase. To see comparative data on the teacher's ability to utilize the environment as a learning resource can be seen in table 4.

Table 4. Comparison of Utilizing the Environment as a Learning Resource Between Cycle I and Cycle II

Description	Percentage Of Classic Ability	Category
Cycle I	67%	enough good
Cycle II	85%	very good

Source: Research Processed Data, 2021

Based on the data in table 4, it is known that in general there is an increase in the teacher's ability to use the environment as a learning resource. Comparison of data on the teacher's ability to use the environment as a learning resource in cycle I was found to be 67% in the pretty good category, then after the teacher got used to using the demonstration model, the teacher's ability increased in cycle II to 85% in the very good category. Discussion Based on the data above, it can be seen that in the initial observations at the Kindergarten of Santo Tarcisius Dumai, all teachers lacked understanding about using the environment as a learning resource, this was due to a lack of information from related agencies about using the environment as a learning resource. After being given action through cycle I, there was an increase in the ability of teachers at the Santo Tarcisius Dumai Kindergarten about utilizing the environment as a learning resource. If you pay attention to the teacher's ability in cycle II increased compared to cycle I, it means that the actions taken in cycle II had an impact on teachers' knowledge about utilizing the environment as a learning resource. In cycle I, the teacher's ability to use the environment as a learning resource obtained a classical value of 67% and increased in cycle II by 85%. Reflection in the first cycle was obtained based on the results of data analysis for each step of the action implementation that the researcher had described at this stage, and had discussed it with the observer, so the weaknesses of the first cycle learning were identified as follows:

Some aspects of the activities carried out by researchers are still imperfect, namely in supervising and providing guidance, encouragement or assistance to teachers so that learning runs smoothly, and teachers provide an assessment of teacher performance through learning achievement tests.

- 1) In the learning process there are still many who lack seriousness, so many do not pay attention to the learning process.
- 2) In the learning process it only prioritizes teachers who are good at speaking, so that the

teacher listens more to his friends who are good at talking than expressing opinions.

- 3) The ability of the teacher as a whole still has not reached the success indicator that has been set in this study, namely reaching 85% which is a good criterion, therefore in the second cycle the researcher will try to increase student learning outcomes. Based on the weaknesses that have been made by the teacher, the teacher who also doubles as a researcher plans to correct these weaknesses in cycle II, while the efforts to be made are as follows:
 - a) Researchers maximize to carry out learning steps, so that the learning process can run smoothly.
 - b) To overcome commotion in the learning process the researcher will supervise the teacher more optimally in the learning process, and will also ask for help from the observer to supervise.
 - c) Researchers will provide opportunities for teachers to express their opinions, so that all teachers can speak in the learning process, without any teacher only listening.
 - d) Researchers will focus more on the subject matter, so that the teacher's understanding of the subject matter can be maximized, and can improve the teacher's ability.
 - e) Implementation of learning in the next cycle, researchers try to increase research activities in learning more optimally. So that the learning objectives will be achieved more optimally.

If you pay attention to the results of the second cycle, the teacher's ability has increased compared to the first cycle. This means that the actions given in the second cycle have a better impact than the actions in the first cycle. This illustrates that in order to be able to help teachers practice finding the content of a material on their own, the teacher needs time to understand the material. At first the teacher needs to be guided intensively, but gradually students are given the opportunity to be able to find it without the help of the teacher. It can be seen from the explanation above that the application of the demonstration model in increasing the ability of teachers to use

the environment as a source of learning can be said to be successful as evidenced by the increase in the ability to teach teachers from Cycle I to Cycle II. This is in line with what was conveyed by Nurmiyati (2016) who said that with this demonstration model the teacher will more easily master learning, especially in utilizing the environment as a learning resource because in the demonstration learning model the teacher can directly show and demonstrate to students about an object being studied.

CONCLUSIONS AND RECOMMENDATION

Based on the results of the analysis and discussion of cycle I and cycle II mentioned above, it can be concluded that the application of the demonstration method can improve the teacher's ability to utilize the environment as a learning resource in Kindergarten of Santo Tarcisius Dumai. In cycle I, the teacher's ability to utilize the environment as a learning resource obtained a classical value of 67% and increased in cycle II by 85%.

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