ISCE : Journal of Innovative Studies on Character and Education
ISSN 2523-613X
Volume 5 issue 1, Year 2021
Journal homepage : http://iscjournal.com/index.php/isce

THE EFFECTIVENESS METHODS DEMONSTRATION OF USING MEDIA IMAGE TO INCREASE STUDENT ACADEMIC RESULT OF CHEMISTRY MATERIAL IN SECONDARY GENERAL PRIVATE SCHOOL CRISTAL

Ana Juliana Zefania da Silva*, Augusto da Costa, Manuel Brito, Agostinho dos Santos Gonçalves
Programa Mestradu Edukasaun, Espesialidade Teknolojia Edukasaun – ISC

ARTICLE INFO

Article history:
Received: 3 March 2021
Accepted: 17 May 2021
Published: 11 June 2021

Keyword:
Demonstration Method, Media Image, Result of Studies

ABSTRACT

Education is a fundamental basis for the development of a country through the training of human resources. Education also the use of larger methods to increase the results of student studies. The use of media is the image of a learning model to be seen by students and directly heard objects of the effective demonstration method. The objective of this research is to describe and describe the effectiveness of the implementation of the demonstration method through the use of media images to elevate the results of the student study in the Crystal Private General Secondary Education. The method used in this research is the method of analysis of a descriptive quantitative subject to research that covers 60 students / the 10th year of Science and Technology. Sub thematic unit Technical Separation and Purdi. The method of collecting data through observation, testing techniques, and documentation. Research results show that the Study Test Instrument represents success, with 8 specific learning objectives that the master (research) expects to achieve successes or pass. The value of the proportion of student study results for each objective can be developed for a positive sensitivity to measure the creativity of the learning because the value of the proportion of each specific objective is 0.60. Based on the results analyzed descriptively the students' initial tests and final tests of unequivocal

* Corresponding author.
E-mail addresses: costas3bk2015@gmail.com (Ana Juliana Zefania da Silva)

proportion for the beginning test (pre-test) from 0.39 to 0.90 in the final test (Post-test). It means that after the students follow a learning process implemented with demonstration methods through the use of images, the value of the results of a study increases to about 60% of the Ps, leaving the complete class complete. Thus, the learning process that uses demonstration methods through the use of media images can raise the quality of learning in good results and studies.

INTRODUCTION

Education is the fundamental basis for developing a developed nation with trained and qualified human resources. It is through education that it trains and trains human resources to develop. A developing country depends on the quality of education in the country itself, because raising the quality of education is not easy to achieve, but the support of all people is needed, namely masters/old people who are the first to transform knowledge and capacity for other people. To develop a country, qualified human resources are needed to show their talent and academic knowledge (da Costa et al., 2019).

Education, to be of higher quality, requires good education management, including all components and assistance in the processes of planning, organization, guidance, and control of resources to be able to prevent education and efficiency objectives. Meanwhile, on the one hand, it guarantees better results in educational institutions, but only the teaching-learning process will use classical forms of expression or transformation of science. Thus, the master/year transforming resource needs to use a suitable form according to the most lethal characteristics so that the students are easily understood (Varela et al., 2019).

In this era of globalization, more master's knowledge is needed so that science can be turned into students based on goals and targeted learning objectives and priorities to achieve due to the needs. Because of this, the Ministry of Education's maximum attention is expected to respond to real situations, namely to capacity building and greater knowledge of human resources through education, whether it is a balance sheet or competed with other countries. With the change in the globalized world, it is necessary to resort to several subjects to transform science to change the students' mentality in the learning process to help and motivate students through them by increasing the quality of their futures (Moreira & Filomeno, 2017).

Within the framework of a master learning process / the use of strategies or various forms of teaching that can develop the students' abilities / their ability, and their master position is fundamental in the learning process to achieve the objective. The importance of master competence is planning all programs in the learning process, giving detailed information, and guiding students/learners, using the appropriate media and resources, and solving exercises related to the revealed values in master. Education to be of quality perceives better support from education management, including all components and assistance in the processes of planning, organizing, guiding, and controlling educational resources for anti-objectives of the purpose of education carried out efficiently.

On the other hand, the teaching-learning process in several educational institutions is being used in a classical way for the provision or use of teaching. Thus, it becomes a resource transformer teacher of knowledge students need to use appropriately and appropriately with the material characteristics so that students/people more easily understand (Amalia, 2010).

The demonstration method is the method of teaching masters that uses laboratory material, attending to phenomena or devices developed by nature, and students will have easily observed and seen them directly, (Moreira & Filomeno, 2017). However, the aforementioned School has been reducing the laboratory facilities used in the teachings, the researcher raised ideas to develop the material to implement the method of demonstration that used media images to subtitle the laboratory material. The media are a way to use students in learning processes to better understand the narrow subjects that are presented, (Yektyastuti1 et al., 2015). The media used to transform the mortar into students/outsiders increases their knowledge of audio, visual, audiovisual, and multimedia media. Learning media are the means of communication used in the respective learning processes and help conveyed through learning sources to students.

THEORETICAL FRAMEWORK

Effectiveness is the ability invoked to carry out any type of activity, which can achieve the possible objectives. Effectiveness started as a result of the activity performed, which is sometimes related to the definition of efficiency, although the differences are exactly between the two. Effectiveness spoke more about means or ways of obtaining results with a comparison between inputs and output, (Basheer et al, 2017). According to Robinson (2016), the effectiveness has been the use of the resource, which is determined before any material or results be obtained through determined activities. The result of the activity can be very effective. According to Wiliam (2008), effectiveness is the use of human resources and capacity and determined amounts, which probably determined the achievement of any results in time. Thus, it is said that effectiveness is the use of students of any resource that has a certain amount that goes through the results or purpose of the activity in progress.

The Demonstration method

The demonstration method is an attempt or practice aimed at the student so that they can easily understand and practice what they have obtained when success solves an issue when there are differences. This demonstration methodology will create conditions and good relationships between students to observe directly just leaving the demonstration integrated. Even so, the student finds himself and it is an improvement when it comes to the materials that he teaches through demonstration. With the presence of demonstration methods, the student is still strong, since they also have experience when it is opportune to carry out practices without difficulties in the relationship between the dead that they have already learned.

Sometimes learning methods use some instruments as didactic materials to support directly the demonstration process itself, but such demonstrative activity will not attract students when the instruments we use allow students to observe properly and with prudence. And the demonstration model will be more effective if the student is straight or followed through with this activity, becoming a personal

experience for those who are not easier to forget (Berlin, 2015). Demonstration methods are the most master ways of teaching through a process, with the students/still in a free class, seeing, observing, stopping, and personally feeling the processes that master/the demonstration (Roestiyah, 2012).

The subject presentation career used methods of learning demonstration practiced with the formula of demonstrating a student/a process that accumulates the situation or some instruments they are learning, both or vocation accompanied by oral explanations (Djamarah, 2010)

While Usman (2013) said that the demonstration is technically teaching constructed by masters or others indicated by students who indicate to be made known in a class about a process or way of acting. Thus, (Ramayulis, 2011) states that the concept of learning demonstration is used to describe forms of teaching that are usually explained verbally with physical services operated on instruments or devices. The physical services performed or devices that are already trying to make demonstrations (dexter / a and student) are manifested accompanied by oral explanations about what happened with the demonstration.

Any activity that always takes place in your goal. There are also activities to implement the demonstration methods of education and teaching-learning. The purpose of learning is to show the happening processes applied to teaching materials, the way to achieve it, and the ease for students to understand in the learning process. The objectives and use of demonstration methods are as follows: (a) Facilitate expression, as the use of words is limited. (b) To help students pay attention to the progress of these processes so that they are more deeply understood and clearer. (c) Avoid verbalism. (d) very suitable while offering some skill and creativity

Master/was required to understand details and clarity about the demonstrations to be implemented. As a master, one should understand in depth what is being achieved in implementing the demonstration method. Demonstrations without benefits and values when the teachers/the same instructors do not understand the objective clearly, as the teacher must be very well prepared and weighed before recording demonstrations in the class. The demonstrations took place in space or space where it is easy to access all students and see (Afifi, 2017)

According to the theory (Kurniasih, 2015), that the master must do appropriate planning before a demonstration method is implemented. The planning that has to be prepared is as follows:

1) Preparation Phase,

a) Formulate the appropriate and in-depth objectives of the activity that we hope to achieve by implementing demonstration methods,

b) Incite the outline for the demonstration phases to be implemented,

c) Sukat as long as necessary,

d) During the masters' demonstration / the need to guarantee an attractive explanation being that all students can observe with clarity and details,

e) The instruments are clear,

f) except those that need to take notes if it is hasty, g) Invert a plan assessment of students' abilities.

2) Implementation Phase:

a) See the instruments already prepared.
b) demonstrate an interactive scale that attracts the student's attention.
c) Reminds substance that must be demonstrated to achieve the learning objectives.
d) Controlling all students and improving demonstration form to attract students.
e) Opurtunize students to participate actively, such as asking questions or proof of rea demonstration.
f) Master must create a situation of harmony in the implementation process

3) Evaluation Phase

The evacuation activity can be done to answer the questions that the students/referees. According to (Kurniasih, 2015) the method of Demonstration is as follows and the disadvantage is as follows:

1) The advantageous methods of demonstration
a) In a demonstration teaching model, the teacher focuses students' attention on the most important materials and explanations.
b) Students focus on the demonstration process, making the learning process effective and effective.
c) Can feed the students' desire to be more active in the process without learning.
d) Increase student experience.
e) To be able to help students / to remember in the long run.
f) The agent minimizes misunderstandings in the learning process.
g) Can solve all issues that have alcohol or their minds.

2) Disadvantage of Demonstration Method.
a) The model takes a lot of time.
b) The media that will be used are completely satisfied to ensure the effectiveness of the demonstration methods.
c) Need high operating costs for the necessary reaction.
d) If the student does not pay attention, the demonstration method is effective.

Media Image

In the learning media, it is one of the most used images in the learning process which is the most recent because the images are made by students / kindred offer students more easily by understanding what is more easily done through the media of a scarce image. In the definition of the media, the images are as follows:

a) Image media are what we hit most by air (visual) in two dimensions of thinking and imagining like drawings, photos, slides, film, and strips.
b) Media image is one of the most used media to make people more understood and more energized.
c) Media visible images of objects, such as cat shape, art, and a measure relating to the environment.

From the definitions above, it can be resuscitated that the images could reach the symbol of imported results through objects, landscapes, or options viewed in two dimensions (Sundari, 2016). The benefit of media images to increase the interaction

skills maintained with students/students and students/with the study environment. This is the main function of the image media, which is an instrument that can help people to see and students to directly interpret the image and to interpret an image different from the one expressed through the official language (Fajaristian, 2014).

The advantage of the implementation uses Media Image, the following: characteristically concrete, the image can verbally show the reality of the problem. The image can limit space and time and see any events occurring in time. Image media may limit your viewing. The image can explain the existence of problems, which are easily understood by Alunu. Images, graphs, and diagrams can be made. Can be used in rooms, homes, and cars. Can be used for the crowd, can be used for feedback

The average disadvantage of implementing the use of Media Image is the following: The image is rendered by a single perception, a complex and effective image in the learning process. Measures that limit the group and most people; these images are difficult to obtain given the guarding difficulties and the events at the expense of some image difficulties

The phase of using image media in the learning process is 1. Mestri/a Uses the image in the conditions and situation of the students. two). Mestri / a shows images inside classes or in front of students. 3). Mestri/a explained the mortar with the image it had. 4). Mestri/a pays attention to the student and asks each one of them. 5). Mestri/a provided work for the students.

Studies Achievement

According to Mudjiono (2002), the provision is a study process that influences through processes of reception, assets, gingival, and experience. While (Hamalik, 2011) performance is an indicator that can describe the change in the student's attitude. The provision is the result of the activity that has already been carried out, both individual and group. (Dahar, 2011) said that the pretoção is what he created, the result of the work achieved through the curiosity of the services. On the other hand (Partini, 2016) explained that the provision of studies is the result achieved by a person in a study activity (da Costa et al., 2019). Following the opinions expressed, (Wirdayanti, 2010) referred that provision is a change in attitude that addresses cognitive, affective, and psychomotor aspects with the measurement of student success (Morgan & Winship, 2007).

The definitions are above, showing that there are differences in the composition of the words, but the subtlety is almost impossible to say the result of the activity. Thus, it is understood that the provision results from the activity created, implemented, which curiously arises from individuals or groups or collectives in the specification of any activity.

METHOD

This research took place in the Crystal Private General Secondary Education. The subject of this research is the student of the 10th year Science of Technology in General Secondary Education Cristal – Dili. The research characteristics are as follows:

a) Master /figuring learning capacities the value obtained through teaching management that apply the demonstration learning methods and will measure with the learning management observation role.
b) Succession or complete learning activity is the proportion obtained from a link between the total number of students who have achieved specific learning objectives in a total number of students according to the results of the study. The specific learning goal can be reached when the response proportion P h 0.60.
c) The study result is a proportion between the number of study results obtained by students divided by the maximum number of study results. Study results for a good proportion from the Ph 60 criteria.
d) A class represents the result of a good or complete study when 75% of students / a obtained a proportion value (P) of 0.60, or a numerical value of 6 according to the standards of the RDTL Ministry of Education. When a small of 5 means not passing or getting a low value.

The learning tool used by the researcher in a research process that applies the Demonstration Method model is Matter Hanorin, Hanorin Unit; Hanorin Plan; and Student Activities Sheet. The search instruments are identical (1) Observation grid implemented by Demonstration Method; (2) Outcome tests; (3) Student observation grid.

Within this research, the technician will be used to analyze the quantitative description for managing the dates. The objective of this descriptive technician is to describe the master activity in learning management that implements the learning model of the Method of demonstrating the results of student studies.

Durante atividade aprendizajén la'o sei hala'o observasaun. Hanesan medida kuantitativa atu halo analiza rezultadu peskiza nian ne'ebé hato'o husi observadór kona-ba kapasidade mestre/a nian hodi implementa modelu aprendizajen Metodu Demonstrasaun. Konfiabilidade instrumentu observasaun *Percentage of Agreement*. Iha tempu prosesu aprendizajen la'o, iha observadór nain rua ho uza hanesan ba observa variavel ne'ebé hanesan. Rezultadu aprendizajen bele hateten katak di'ak kuandu koefisiente konfiabilidade ≥ 0,60 ka valor numerika 6 (Moreira & Filomeno, 2017).

Observations take place during the learning activity. It is a quantitative measure to analyze the research results revealed by the observers about the master's ability to implement the learning model of the Demonstration Method. Reliability of observation instruments Percentage of Agreement. At the time of the learning process, two observers with the same type of variable observation took place. Learning outcomes can be improved as long as there is a reliability coefficient of 0.60 people or a cash value of 6 (Moreira & Filomeno, 2017).

To complete the specific and complete learning objectives is to use the student results testing instrument. The complete reference, which is used by the student, is that the student can say that he/she arrived at the study when the proportion responded to Alunu/a that it is truly 0.60 clues.

1. For the end of the Result Test, the proportion is used:

$$\text{Proportion} = \frac{\text{Quantity of student that gave the right answers}}{\text{}}$$

The total student that attending testing

2. The removal of seizures is used in equal proportions

$$\text{Proportion} = \frac{\text{Values that students obtain}}{\text{Maximum values}}$$

3. The censorship of the number of problems

RESULTS

The application of the learning death carried out in the Crystal Private General Secondary Education subject to research is to 100 years. In this research, it was analyzed the results used that analyze the descriptive of quantitative generally written for values of average and percentage. Given the results of the observation of the learning process used in the learning times by instruments of the learning process are visible in the following tables:

Table 1. Valuation of the learning processing with the Demonstration Method

No	Aspects that need to be observed	Values of each PA		Value medium	observation
		PA 1	PA 2		
1	Initial activity	4	3,5	3,75	Excellent
2	Nucleo activity	3.36	3.32	3,34	Sufficient
3	Final	2,75	4	3,375	Sufficient
4	Classroom condition	3	3	3,75	Good
5	Jestaun Tempu	3,5	3,5	3,75	Good

The table above shows that the average access capacity for each category of observation of learning activities composed of Starter Activities, Core Activity, Ending, Conditions in Lessons, Time Management. The results of the observation of the table, in turn, show that, in general, the ability of the masters to implement the method of demonstrating high rates of the image in the category. The observation was made by two observers that one of the permanent professors of the Kimika Department of Education is a master in Crystal General Secondary Education. However, the results of this observation indicate that despite the instruments' reliability accounts are not used:

However, to reinforce these arguments, the researcher has been analyzing the improvement of the master's ability to process learning with the implementation of counting instruments. According to reliability theories, when the 70% reliability coefficient was the best category. In the research, there is reliability regarding the ability of the masters to learn the Demonstration method through the image of the Aula 01 (PA 01) and the 02 (PA 02) Lesson Plan. The results of the counting of the learning instruments have the method of demonstration through images like the ones we see in the next table:

Table 2. Confiability Instrument of demonstration Method

Observaun ba	Konfiabilidade kada Planu de Aula (%)	
Mestre/a	PA. 01	PA. 02

	94,87%	99, 35%

The results of the reliability of the instruments implemented with the method of demonstration through images show that the Class Plan (PA) of 01 was 94.87% with the Class Plan (PA) of 99.35%. According to reliability theories with about 70% of respondents, this instrument is in a good category. Through counting, it is evident that the reliability coefficient of the implemented Lesson Plans is higher than 70%. It concludes, therefore, that the instruments well used are instruments of 20 annexes, and 21 falls into a good category.

The Study Outcomes Test is an instrument used to perceive student outcomes/slowdowns. The instrument is intended to ascertain the results of a student of students who measured as a result of the 8 specific objectives prepared by the master. The analysis of the result tests was studied for specific and census-based objectives of test results implemented with the method of demonstration through image media in the coming months:

Table 3. Complete Special Learning Objectives and Study Outcome Test

No	Specific Objectives	Each question	P each question		S	POE	completed P ≥ 0,60
			T1	T2			
1	Explain the definition of separations in heterogeneous mixtures	1	0,68	0,97	0,28	0,97	Success
2	Classify asphyxia from the separation of heterogeneous mixtures	5	0,43	0,97	0,53	0,85	Success
		10	0,10	0,73	0,63		
3	Explain the definition of each separation in heterogeneous mixtures and its examples	4	0,42	0,92	0,50	0,87	Success
		8	0,18	0,92	0,73		
		15	0,22	0,77	0,55		
4	Implementing characterizes the various techniques used to separate heterogeneous mixture components	11	0,03	0,42	0,38	0,66	Success
		13	0,25	0,90	0,65		
5	Explain the definition of separations inhomogeneous mixtures	6	0,42	0,98	0,57	0,98	Success
		9	0,60	0,98	0,38		
6	Classify separation techniques into homogeneous mixtures	7	0,45	1,00	0,55	1,00	Success
7	Explain the definition of each separation into homogeneous mixtures and their examples	1	0,07	0,97	0,90	0,92	Success
		3	0,18	0,88	0,70		
		12	0,53	0,90	0,37		
8	Implementing characterizes the various techniques used to separate homogeneous mixing components	14	0,40	0,97	0,57	0,97	Success

Faced with the study result test, specific instructional objectives can be properly achieved. This was enabled through a student/auxiliary compensation index that improves for eight specific goals (8) whose value was 0.60 or 60 percent. As 8 of the goals in number 6 are the category of total success or greater than a demonstration method with image media that allows students to know everyone, having a goal of minimum success number four, hence the demonstration method through the image media did not let the students. It is not complete to test the results of the students / each individual is seen in the next table:

Table 4. Completion of the Study Result of the Individual Registries

No	No. Respondent	Proportion	Kompleted P ≥ 0,60	Successnes
1	Resp.1	0.33	0.87	Success
2	Resp.2	0.40	1.00	Success
3	Resp.3	0.47	0.87	Success
4	Resp.4	0.20	0.87	Success
5	Resp.5	0.47	0.93	Success
6	Resp.6	0.13	0.87	Success
7	Resp.7	0.27	0.87	Success
8	Resp.8	0.20	0.93	Success
9	Resp.9	0.27	0.80	Success
10	Resp.10	0.27	0.87	Success
11	Resp.11	0.53	0.93	Success
12	Resp.12	0.13	0.87	Success
13	Resp.13	0.40	0.93	Success
14	Resp.14	0.33	0.87	Success
15	Resp.15	0.20	0.80	Success
16	Resp.16	0.53	0.93	Success
17	Resp.17	0.33	0.87	Success
18	Resp.18	0.20	0.93	Success
19	Resp.19	0.33	0.80	Success
20	Resp.20	0.47	0.93	Success
21	Resp.21	0.33	0.80	Success
22	Resp.22	0.33	0.80	Success
23	Resp.23	0.47	0.93	Success
24	Resp.24	0.40	0.87	Success
25	Resp.25	0.53	0.80	Success
26	Resp.26	0.47	0.87	Success
27	Resp.27	0.40	0.93	Success
28	Resp.28	0.47	0.93	Success
29	Resp.29	0.53	0.87	Success
30	Resp.30	0.40	0.80	Success
31	Resp.31	0.27	0.80	Success
32	Resp.32	0.27	0.93	Success
33	Resp.33	0.33	0.80	Success
34	Resp.34	0.20	0.87	Success

No	No. Respondent	Proportion	Kompleted P ≥ 0,60	Successnes
35	Resp.35	0.40	0.93	Success
36	Resp.36	0.40	0.80	Success
37	Resp.37	0.40	0.87	Success
38	Resp.38	0.40	0.93	Success
39	Resp.39	0.40	0.87	Success
40	Resp.40	0.33	1.00	Success
41	Resp.41	0.47	0.87	Success
42	Resp.42	0.40	0.93	Success
43	Resp.43	0.33	0.87	Success
44	Resp.44	0.53	0.93	Success
45	Resp.45	0.27	0.87	Success
46	Resp.46	0.13	0.93	Success
47	Resp.47	0.27	0.87	Success
48	Resp.48	0.20	0.87	Success
49	Resp.49	0.20	0.93	Success
50	Resp.50	0.13	0.93	Success
51	Resp.51	0.20	0.80	Success
52	Resp.52	0.40	0.93	Success
53	Resp.53	0.27	0.93	Success
54	Resp.54	0.33	1.00	Success
55	Resp.55	0.40	0.93	Success
56	Resp.56	0.13	0.87	Success
57	Resp.57	0.27	0.80	Success
58	Resp.58	0.13	0.87	Success
59	Resp.59	0.33	0.87	Success
60	Resp.60	0.20	0.93	Success
	Medium Value	0.33	0.88	Success

The instruments are being used to know the participation of students in the learning process through the observation grid of the two observers to the students/in addition to seeing the results analyzed below: Table 5. Student Participation in the Lesson Plan 01

Table 5 Result of Observation

Items	Result of Observation		Medium	Category
	PA 01	PA 02		
Item 1	4	4	4	Good
Item 2	3	4	3,5	Good
Item 3	4	4	4	Good
Item 4	3	4	3,5	Good
Item 5	3	3	3	Sufficient
Item 6	4	3	3,5	Good
Item 7	3	3	3	Sufficient

Item 8	4	3	3,5	Good
Item 9	4	4	4	Good
Item 10	3	4	3,5	Good
Item 11	3	4	3,5	Good
Item 12	4	4	4	Good
Item 13	3	4	3,5	Good
Item 14	4	3	3,5	Good
medium Value	**49**	**51**	**3,5**	Good

Based on the observation results of the observers at the front of the table, it is pointed out that the participation of students in the first classes taught to the Heterogeneous Mixture Separation Technique is worth 3.5 values of the average of the best category. Thus, the result analyzes the observation of observers of the participation of students in the Lesson Plan (PA) 02, as follows:

Table 6 Result of Observation

Items	**Result of Observation**		**Medium**	**Categoria**
	PA 01	**PA 02**		
Item 1	3	4	3,5	Good
Item 2	4	4	4	Good
Item 3	3	3	3	Good
Item 4	4	4	4	Good
Item 5	4	4	4	Good
Item 6	4	3	3,5	Good
Item 7	4	3	3,5	Good
Item 8	4	4	4	Good
Item 9	4	4	4	Good
Item 10	3	3	3	Good
Item 11	3	4	3,5	Good
Item 12	3	3	3	Good
Item 13	4	4	4	Good
Item 14	4	4	4	Good
mediu Value	**51**	**51**	**3,75**	Good

Based on the observation results of the observers at the front of the table, it is pointed out that the participation of students in the second classes taught to the Homogeneous Mixture Separation Technique is worth 3.75 average values with the Good category. However, it is said that the learning process implements the demonstration method through better student participation.

The learning process that implements the method of demonstration through hearing images can elevate the results of the study and achieve the results of a study to students / the 10th consent of Tecnica Separação and special Purification for the concept of Tecnica Separação of Heterogeneous and Homogeneous Mixture. The result of the test in the first test, in the amount of 0.33, increased by 0.88 in the last tests.

Simultaneously helping students to have learning processes, they go through the implementation of models, methods, or approaches to improve results and

results from the few students after the learning activity carried out and involving assets to increase the broad knowledge of the subjects who study or learn. In addition, Eggen and Kauchack (Elisabeth 2016) said that learning is effective when all students are actively involved in learning activities.

CONCLUSION

Based on the learning results used to implement demonstration methods through the use of media, it was possible to conclude: (1) Master operations for the teaching of thematic sub units Tecnica Separação e Purdiscripção that the method of demonstrating good images by medium images, with the observation of learning activities by observers to the Class Plan (PA) 1 value of 94.87 percent and the Class Plan (PA) II value of 99.35%; (2) The implementation of the demonstration methodology through the use of averaging 100 occurrences of Technological Sciences in Crystal Private General Secondary Education, led to a descriptive analysis of the first tests and seven tests based on the adequate response provision of the students to show that the value increased from 0.33 to 0.88. This determines the development of the results of this study, which reached P 0.60 or 60%. It means the student instruments of the two observers concerning the implementation of demonstration methods through the use of good image media, usually by students, who are extremely liked and understood in the learning process.

However, it suggests that to raise the results of students/popular they can use methods of demonstration through the use of means of demonstration through the use of social media from a more user-friendly image of the students. preparation of topical instruments relevant to the students' success or to the resolution of the problems they face.

References

Afifi, R. (2017). Penerapan Metode Demonstrasi Sebagai Upaya Meningkatkan Hasil Belajar Siswa Pada Pembelajaran IPA. *PLoS Neglected Tropical Diseases*, *9*(5), 1–14.

Amalia, D. (2010). *Pembelajaran Bidang Studi Fiqih*.

Basheer et al. (2017). The effectiveness of teachers' use of demonstrations for enhancing students' understanding of and attitudes to learning the oxidation-reduction concept. *Eurasia Journal of Mathematics, Science and Technology Education*, *13*(3), 555–570. https://doi.org/10.12973/eurasia.2017.00632a

Berlin, I. K. and S. (2015). *Meliyawati, Pemahaman Dasar Membaca, (Yogyakarta:Deepublish.2016), hlm.4 14*. 14–40.

da Costa, A., Hanurawan, F., Atmoko, A., & Hitipeuw, I. (2019). The model of grade point average academic of Timor-Leste S in Indonesia. *International Journal of Scientific and Technology Research*, *8*(6), 213–216.

Dahar, M. H. A. (2011). *Prestasi Belajar*. Online.

Djamarah, S. B. dan A. Z. (2010). *Strategi Belajar Mengajar*. Rineka Cipta.

Fajaristian, H. (2014). *Penerapan metode demonstrasi dengan bantuan media gambar terhadap ketepatan*. 485–488.

Hamalik. (2011). *Proses Belajar Mengajar*. Bumi Aksara.

Kurniasih, B. S. and. (2015). *Ragam Pengembangan Model Pembelajaran Untuk Peningkatan Profesionalitas guru*. Kata Pena.

Moreira, I. X., & Filomeno, C. B. (2017). Effectiveness of the Implementation of the Demonstration Method to Increase the Result of Physic Study On Electric Resistance. *Journal of Innovative Studies on Character and Education*, *1*(1), 104–118.

Morgan, S. L., & Winship, C. (2007). Counterfactuals and causal inference: Methods and principles for social research. In *Counterfactuals and Causal Inference: Methods and Principles for Social Research*. https://doi.org/10.1017/CBO9780511804564

Mudjiono, D. (2002). *Belajar dan Pembelajaran*. Rineka Cipta dan Depdikbud.

Partini, S. (2016). Perbedaan Prestasi Belajar Matematika Siswa Ditinjau Dari Gaya Belajar Dan Model Pembelajaran. *Jurnal Prima Edukasia*, *4*(1), 12. https://doi.org/10.21831/jpe.v4i1.7688

Ramayulis. (2011). *Ilmu Pendidikan Islam*. Kalam Mulia.

Robinson, N. M. (2016). *An Evaluation of the Effectiveness of the Demonstration Classroom Professional Learning Experience*.

Roestiyah, N. K. (2012). *Strategi Belajar Mengajar*. PT. Rineka Cipta.

Sundari, N. (2016). Penggunaan Media Gambar Dalam Meningkatkan Keaktifan Siswa Dalam Pembelajaran Pengetahuan Sosial Di Sekolah Dasar. *EduHumaniora | Jurnal Pendidikan Dasar Kampus Cibiru*, *5*(1). https://doi.org/10.17509/eh.v5i1.2836

Varela, L., Yuliati, L., & Hidayat, A. (2019). Efektivitas Pembelajaran Berbasis Masalah terhadap Pemahaman Konsep Usaha dan Energi. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, *4*(5), 609–614.

Wiliam, V. (2008). *Efektivitas*. 20–56.

Wirdayanti, et al. (2010). *Meningkatkan Prestasi Belajar Siswa Kelas IV SDN Lopito Pada Mata Pelajaran IPS Materi Kegiatan Ekonomi Melalui Penggunaan Metode Demonstrasi*. 40–64.

Yektyastuti1, R., Solihah, M., Prasetyo, Y. D., Mardiana, T., Ikhsan, J., & Sugiyarto, K. H. (2015). Penggunaan Media Pembelajaran Kimia "Chemondro" Pada Materi Kelarutan Dan Pengaruhnya Terhadap Kemandirian Belajar Siswa Sma. *Seminar Nasional Pendidikan Sains V*, *ISSN: 2407*(November), 80–87.