

THE EFFECT OF THE IMPLEMENTATION OF DEMONSTRATION METHODS ON THE  
LEVEL OF CREATIVITY OF CHILDREN IN RA. MUSLIMAT BANYUARANG NGORO  
JOMBANG FOR THE 2020/2021 SCHOOL YEAR

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**ABSTRACT**

Education science has developed rapidly, one of which is Early Childhood Education (PAUD) or preschool which discusses the education of children aged 0-6 years. Children of that age are considered to have different characteristics from children of their upper age so that their education is considered necessary to be devoted.

To achieve learning activities while playing, teachers must develop children's creativity, the methods chosen are methods that can move children to increase motivation, curiosity and develop imagination.

The demonstration method is one of providing a learning experience that can improve better learning and strengthen the mastery of learning outcomes. While one of the main abilities that play an important role in human life and development is creativity. Creativity is the ability of children to create new ideas that are original and imaginative and also the ability to adapt new ideas to their ideas.

The purpose of this study is to find out by implementing demonstration methods can increase children's creativity in RA. Muslimat Banyuarang Ngoro Jombang.

The population in this study was ra children. Banyuarang Ngoro Muslimat numbered 40 children. For data retrieval using observation. For the validity and reliability test as many as 10 items of instruments and data analysis techniques to determine whether or not there is an influence on the implementation of demonstration methods on the level of creativity of children using product moment techniques.

As for the results obtained after analyzing and using statistical tests, the hypothesis of this study is "There is an influence on the implementation of demonstration methods on the level of creativity of children in RA. Muslimat Banyuarang Ngoro Jombang for the 2020/2021 school year".

***Keywords: demonstration method, child's level of creativity***

**INTRODUCTION**

Educational science has developed rapidly and is specialized. One of them is Early Childhood Education (PAUD) which discusses education for children aged 0-8 years. Children of that age are considered to have different characteristics from children of their upper age so that their education is considered necessary to be devoted. PAUD has grown by leaps and bounds tremendous attention especially in developed countries. Because according to the science, the development of human capacity capacity will be easier to do early.

The fourth paragraph of the Opening of the Indonesian Constitution states

that the purpose of the Indonesian state is to protect the entire Indonesian nation, advance the general welfare, educate the life of the nation, and participate in implementing world order based on independence, lasting peace and social justice. To prepare children to enter basic education well, early childhood education is held.

Early childhood education on the formal path in the form of Kindergarten (kindergarten), Raudlatul Athfal (RA), or other forms of equality. The scope of the kindergarten and RA curriculum includes aspects of development, namely: (1) Morals and Religious Values; (2) Social, Emotional and Self-centered; (3) Language; (4) Cognitive; (5) Physical/Motor; (6) Art. To avoid overlapping and simplifying the scope of the curriculum and facilitate the preparation of programs that are in accordance with the experience of teachers, the six aspects are combined into two areas of development, namely: (1) The field of habituation development, which includes the development of morals and religious values, and the development of social, emotional and self-reliance; (2) The field of basic ability development, which includes the development of language, cognitive, physical motor and artistic skills.

Some teaching and learning methods considered suitable for kindergarten / RA children are: (a) Methods of assigning tasks; (b) Storytelling methods; (c)

Question and answer method; (d) Role-playing methods; (e) Methods of travel; (f) Singing methods; (g) Demonstration method.

To achieve learning activities while playing, playing tools are needed. This tool should be in accordance with the field of development and also tailored to the needs, interests, and abilities of children. Teachers need to be creative. Therefore, teachers must develop the creativity of children, the methods chosen are methods that can move children to increase motivation, curiosity and develop imagination. In choosing a method to be used in the program of children's activities in kindergarten teachers must have a strong reason and factors that support the selection of such methods, such as: characteristics of the purpose of the activity and characteristics taught. In addition to the purpose of the activity and the characteristics of kindergarten / RA children, there are at least four other factors that participate in the selection of methods, namely: activities carried out inside or outside the classroom, skills to be developed through various activities, the theme chosen in the activity, the pattern of the activity itself.

Proper use will also determine the effectiveness and efficiency of learning and the use of varied methods will greatly help learners in achieving learning goals. The learning experience in school must be flexible and non-standard, and it is necessary to emphasize creativity, curiosity, guidance and direction towards maturity.

The development of children's creativity through demonstration has an important meaning in the aspect of motor development because in this activity each child will use his imagination to form a different form according to his imagination.

The demonstration method is one of the most appropriate methods to apply

to early childhood, because basically early childhood.

## B. DISCUSSION

### 1. Understanding demonstration methods

Etymologically, method comes from the word method which means a systematic way of working to facilitate the implementation of activities in achieving a goal. Learning methods can also be interpreted as a systematic way to carry out learning activities or activities whose purpose is to facilitate in achieving the desired learning goals. (Muhammada Fadlillah, 2014: 161)

The demonstration method according to Halimah (2008: 210) is a way of presenting lessons by demonstrating and showing students a process, procedure and proof of a subject matter that is being studied by showing actual objects or artificial objects as a source of learning. The demonstration method is teaching that shows the function of each element and the organization that leads to the achievement of predetermined teaching goals. The purpose of teaching in the form of skills to perform a movement and work must be achieved through the use of demonstration methods. This demonstration method is more suitable for teaching subject materials that are a movement, a process or things that are routine, with the method of demonstration students have the opportunity to develop the ability to observe all objects involved in the process and be able to draw the expected conclusions.

Learning demonstration methods has several benefits as follows:

- a. Through demonstrations children will get a more interesting explanation, more challenging how to do something or process something happens than just hearing the teacher's explanation,
- b. Demonstration methods can increase the child's thinking power in the ability to know, remember, convergent thinking or inductive thinking and evaluative thinking.

The demonstration method emphasizes ways of doing things with explanations, instructions, and direct demonstrations. Through this method, it is hoped that children can get to know the implementation steps in carrying out an activity, which in turn children are expected to imitate and do what is demonstrated by the pamong.

### 1. Characteristics and Benefits of Demonstration Methods

The characteristics of the demonstration method are:

- a. the use of concrete problems or problems that are directly related to  
daily life,
- b. the child is encouraged to find or come up with a way,
- c. the active role of the child in the learning process.

While the benefits are:

- a. This method can be used to provide illustrations in explaining information to children, for children to see how events unfold, more interesting and stimulating attention, and more challenging than just hearing the teacher's explanation.
- b. This method can help improve the thinking power of kindergarten children, especially the child's thinking power in improving the ability to know, remember, and will greatly help children in obtaining learning experiences in the fields of natural sciences and social sciences.

## **2. ADVANTAGES AND DISADVANTAGES OF DEMONSTRATION METHODS**

The advantages of the demonstration method include:

- a. Students master the material more deeply, because he not only understands the material but also in practice or demonstrates it,
- b. Learning will be more challenged because he must be able to practice the knowledge he knows,
- c. Students will be more challenged because he must be able to practice the knowledge he knows,

- d. Increase courage in doing something, while the shortcomings of the demonstration method are:
- a. Using a relatively long time.
  - b. Sometimes the media that is practiced or demonstrated is less well available.
  - c. The topics practiced are poorly regulated so as to complicate students in practicing them.
  - d. The imagination of students is less trained in practicing the material taught, because rarely do this.
  - e. Not all students are given the opportunity to practice it.

### **3. CHILD'S CREATIVITY LEVEL**

According to Moeslichatoen (1999: 19) creativity is the ability of children to create new ideas that are original and imaginative, and also the ability to adapt new ideas to ideas that are already owned. If teachers want to develop children's creativity, teachers must help them develop flexibility and use imagination, a willingness to risk using themselves as a source and learning experience.

Creativity also demands openness. It means he is open to thinking and seeing something different. This situation is a reflection of readiness to take risks; It is something essential and creative. Children usually don't want to think about making a mistake. Teachers who pay attention to the development of creativity should help children to grow children's self-esteem so as not to be afraid to disagree with other children, because creative children will make themselves a rich source of inspiration. Children are convinced that their abilities stem from their own observations, questions, and feelings (Moeslichatoen, 1999: 21).

### **4. CHARACTERISTICS OF CREATIVE CHILDREN**

According to Ismail (2005: 257) that at least we can measure the characteristics of creative children. As for the characteristics as beirkut:

- a. Having a thousand and one paths, considering that the creative child's way of thinking is divergent (Javanese: nyeleneh);
- b. Have a productive work ethic, because it suppresses the process more than the end result;
- c. Loving activities that lead to the lover of something new (original) and different;
- d. Have high competence;
- e. Have strong self-confidence;
- f. Tenacious and steadfast;
- g. Physically the creative child is always messy, dirty, energetic, a lot of desires, often open and tends to be nosy because of his ingenuity.

## **5. EFFORTS TO DEVELOP CHILDREN'S CREATIVITY**

Some recipes that teachers can do to develop student creativity (Mulyasa, 2006: 169):

- a. Do not limit the space of learners in learning and developing new knowledge.
- b. Help learners think about something incomplete, explore, question, and come up with original ideas.

- c. Help learners develop certain principles into new situations.
- d. Provide independent tasks.
- e. Reduce restraints and create activities that can stimulate the brain.
- f. Give students the opportunity to think reflectively about every problem they face.
- g. Appreciate the individual differences of learners by loosening class rules and norms.

## **6. The Effect of The Implementation of Demonstration Methods on Children's Creativity Levels**

The selection of methods that are in accordance with the development of creativity of kindergarten / RA children is a method that allows the emergence of creativity in children by using sources that can be used to realize creative activities.

Therefore, through the method of demonstration, children get a stabilization of how to absorb lessons effectively because in that activity the child obtains a learning experience to improve the wrong or inappropriate way of learning and can improve the way of learning better.

### **A. CONCLUSION**

The implementation of demonstration methods greatly affects the level of creativity of children in RA. Muslimat Banyuarang Ngoro Jombang and has a significant relationship, because with the application of the demonstration method, children's creativity becomes increased.

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