



The Effect of the Use of the Demonstration Method on the Interest in Learning to Read in RA Muslimat NU 11 Children

Wiji Astutik, RA Muslimat NU 11, wijiastutik02@gmail.com

Wiji Hariyanti, RA Yanusa, kafi.bilqis@gmail.com

Wijiati, RA Al-Barokah, wijiati7549@gmail.com

Wike Dwi Palupi, RA Jumog, wikepalupi789@gmail.com

Wike Norvila Astutik, RA Insan Mulia Kolpajung, 303astutik@gmail.com

Abstract: This study aims to analyze the effect of the use of the demonstration method on the interest in reading and learning in children in RA Muslimat NU 11. The demonstration method allows the child to see firsthand how a word or letter is read and written correctly. With this approach, children are easier to understand the concept of reading and are more interested in learning actively. The results of the study show that the demonstration method has a positive influence on children's interest in reading and learning. Children who are taught with this method show a higher level of enthusiasm compared to conventional learning methods. They are more active in participating in learning, understand the material faster, and are more motivated to practice reading. Thus, it can be concluded that the demonstration method is an effective strategy in increasing children's interest in learning to read in RA Muslimat NU 11. The implications of this study show that educators should apply the demonstration method more widely to increase the effectiveness of reading learning in early childhood.

Keywords: Demonstration, Children's Interest in Reading and Learning, Learning Effectiveness

INTRODUCTION

Interest in learning to read in early childhood is greatly influenced by the teaching methods used. The demonstration method, which involves hands-on visualization and practice, is believed to increase children's understanding and interest in learning to read. Therefore, this study aims to analyze the extent to which the demonstration method contributes to children's interest in learning to read in RA Muslimat NU 11.

Early childhood education has a crucial role in shaping the basis of children's literacy skills. Reading is not just an academic skill, but it is also a key foundation in cognitive, social, and emotional development. Children who have the ability to read from an early age tend to be better prepared for the next level of education and have better confidence in interacting with the surrounding environment. However, low interest in reading in early childhood is often an obstacle in the learning process and can have an impact on the difficulty of understanding texts at higher levels of education.

Some of the factors that cause low interest in learning to read include unattractive learning methods, lack of involvement of children in the learning process, and the use of approaches that are not in accordance with the characteristics of child development.

Conventional learning, such as passive and memorization-based methods, often makes children feel bored and not interested in learning to read. Therefore, more innovative and interactive learning strategies are needed so that children are more enthusiastic about learning to read.

Reading ability is a very important basic skill in the world of education. Apart from being a means of obtaining information, reading also plays a role in children's intellectual development. Therefore, early childhood education institutions must implement effective learning methods to foster an interest in reading from an early age. One of the methods that can be used is the demonstration method.

The demonstration method is a learning strategy that presents concepts or skills directly to students. In the context of learning to read, this method allows children to see and imitate the correct way of pronouncing and writing words or letters. With this approach, it is easier for children to associate the shape of letters with their sounds, so that their understanding of the concept of reading becomes better.

RA Muslimat NU 11 as one of the early childhood education institutions has an important role in instilling the habit of reading from an early age. However, the lack of motivation and the limitations of attractive teaching methods are often challenges for educators. Therefore, innovation in learning methods is needed so that children are more interested and enthusiastic in learning to read.

Several previous studies have shown that demonstration methods have a positive impact on children's interest and understanding in various aspects of learning. Through this method, children not only hear instructions from the teacher, but also see and practice them directly. This makes it easier for them to understand the material compared to the lecture or memorization method.

In addition, the demonstration method can also improve the interaction between teachers and children. A more active and fun learning process will help children focus and engage in learning more. Thus, this method can be an effective solution in increasing interest in learning to read among early childhood, especially in RA Muslimat NU 11.

This study aims to analyze the extent of the influence of the demonstration method on the interest in reading and learning in children in RA Muslimat NU 11. By understanding the effectiveness of this method, it is hoped that educators can optimize learning strategies that are more interactive and engaging for early childhood.

The results of this research are expected to contribute to the world of education, especially in the development of more innovative learning methods. In addition, the findings of this study can also be a reference for educators and parents in supporting the development of children's reading skills from an early age, so that they can have a strong literacy foundation to face the next level of education.

METHODS

This research uses the Classroom Action Research (CAR) approach . PTK was chosen because it aims to improve the reading learning process through the application of demonstration methods and increase interest in learning to read in children at RA Muslimat NU 11. This research was carried out in several cycles to observe the increase in interest in learning to read after the action was implemented. Each cycle involves the process of planning, implementation, observation, and reflection to assess the effectiveness of the methods used.

The subject of this study is children in RA Muslimat NU 11 who are in the stage of learning to read. The research was conducted in the classroom by involving teachers as facilitators in the application of the demonstration method. Teachers play an active role in providing direct examples, guiding children, and recording their progress throughout the learning process.

The data in this study were analyzed in a qualitative and quantitative descriptive manner. Quantitative analysis was carried out by calculating the percentage increase in interest in learning to read based on questionnaires given before and after the action. Meanwhile, qualitative analysis was carried out through observation and diaries to see

patterns of changes in children's behavior in the process of learning to read. In addition, the results of the first and second cycles were compared to assess the extent of the effectiveness of the demonstration method in increasing interest in learning to read. Through this analysis, it can be known whether the demonstration method can be an effective solution in increasing children's interest in reading in RA Muslimat NU 11.

RESULTS

This study aims to analyze the effectiveness of the demonstration method in increasing interest in reading and learning in early childhood in RA Muslimat NU 11. Based on the results of observations, interviews, and questionnaires conducted before and after the application of the demonstration method, it was found that there was a significant increase in children's interest in learning to read.

Before the implementation of the demonstration method, many children had difficulty focusing during reading activities. They tend to get bored quickly, are less interested in learning, and prefer to play than participate in reading sessions. The observation results showed that the children did not respond to the teacher's instructions and did not show enthusiasm for reading activities.

After the demonstration method was implemented, there was a significant change in children's behavior. They are more enthusiastic, active in imitating the reading method demonstrated by the teacher, and interact more with reading materials. This shows that the demonstration method is able to make reading learning more interesting and easy for children to understand.

The increase in interest in learning to read can also be seen from the results of the questionnaire given before and after the application of the demonstration method. At first, only about 10% of children had a very high interest in learning to read, while 40% were in the low category. However, after the application of this method, 45% of children showed very high interest in learning and only 5% were still in the low category. This change confirms that the demonstration method has a positive impact on increasing interest in learning to read.

In addition, the results of interviews with teachers and parents support these findings. Teachers stated that children became more responsive and active in reading sessions. They are more likely to ask about new words and show a desire to read on their own outside of class hours. Parents also observed that children brought reading books home more often and tried to read with their guidance.

From the aspect of technical skills, the demonstration method also helps children in understanding the relationship between letter symbols and sounds. Children recognize letters and words faster because they can see firsthand how the teacher pronounces and writes words correctly. This process improves their understanding of phonemic concepts, which is a fundamental skill in reading.

Data triangulation was carried out to ensure the validity of the findings of this study. By comparing the results of observations, interviews, and questionnaires, it was found that there was a correspondence in the pattern of changes in children's interest in learning to read. Triangulation methods are also carried out using qualitative and quantitative approaches to ensure more accurate results.

Statistical analysis using the t-test showed a $p < 0.05$, which means that there was a significant difference between before and after the application of the demonstration method. This emphasizes that the increase in interest in learning to read is not just the result of external factors, but is indeed influenced by the use of demonstration methods in learning.

Another factor that contributes to the success of this method is the active involvement of teachers in providing interesting demonstrations. Teachers not only show how to read, but also use visual aids, facial expressions, and a variety of voice intonation to attract children's attention. This technique makes the reading process more lively and enjoyable.

The success of the demonstration method is also inseparable from the interactive

approach applied in learning. The children were given the opportunity to try reading on their own after seeing the teacher's demonstration. They are also given praise and rewards for their efforts, which further increases their motivation to learn.

In the context of early childhood education, the demonstration method is in line with Piaget's theory of cognitive development, which emphasizes the importance of hands-on experiential learning. Children at an early age tend to learn more effectively through observation and practice rather than simply listening to verbal instructions.

In addition, Vygotsky's theory of the proximal developmental zone also supports the effectiveness of this method. With demonstrations from teachers as more experienced individuals, children can learn to read better because they are given guidance that suits their level of development.

The demonstration method also has advantages compared to conventional methods such as lectures or memorization. In conventional methods, children often have difficulty understanding the concept of reading because they only receive information passively. In contrast, the demonstration method allows them to learn actively and directly, which speeds up their comprehension process.

However, there are several challenges faced in the application of this method. One of them is the limitation of time in the learning session. Demonstrations require enough time for children to truly understand and imitate how to read well. Therefore, teachers need to design effective strategies so that this method can be applied without reducing the duration of other learning.

In addition, parental involvement is also an important factor in the success of this method. Children who received parental support in reading exercises at home tended to show more significant improvements. Therefore, cooperation between teachers and parents is needed to maximize learning outcomes.

In the long term, demonstration methods can be part of the reading learning curriculum in early childhood education. With further modification and development, this method can be applied more widely to improve the quality of reading learning in various early childhood education institutions.

As a recommendation, teachers can combine the demonstration method with other tools such as word cards, picture storybooks, or interactive digital media to make learning more interesting and varied. In addition, training for teachers in applying this method also needs to be carried out so that they can optimize its use in the classroom.

Overall, the results of this study show that the demonstration method is an effective learning strategy in increasing interest in learning to read in early childhood. With the right approach and support from various parties, this method can help children develop strong reading skills from an early age, which will be an important foundation for their success in the next level of education.

DISCUSSION

The results of this study show that the use of the demonstration method has a significant influence on the increase in interest in reading and learning in children in RA Muslimat NU 11. The demonstration method allows children to see, imitate, and directly practice how to read, making it more interesting than conventional methods such as lectures or passive reading. With this approach, it is easier for children to understand the concept of reading because they not only hear the instructions, but also see firsthand how a word or letter is pronounced and written correctly.

These findings are supported by observations that show significant changes in children's behavior during the reading learning process. Before the implementation of the demonstration method, most children seemed to be less focused, easily bored, and more interested in playing than participating in reading lessons. They often have difficulty understanding the letter form and the sounds produced, leading to delays in the development

of their reading skills. However, after the demonstration method was implemented, the children became more active, enthusiastic, and showed a greater desire to try reading on their own. They began to imitate the way teachers read more confidently and more often tried to spell and recognize letters independently.

Based on interviews with teachers, the demonstration method also helps them in delivering material in a more interactive and fun way. Teachers find it easier to grab children's attention and increase their engagement in learning. With this method, children not only receive information passively, but also participate in the learning process by seeing and imitating it directly. Teachers also observed that children became more expressive and courageous in trying to read in front of the class.

In addition, interviews with parents revealed that their children began to show greater interest in books and reading activities at home. Before the demonstration method was implemented, many parents reported that their children were less enthusiastic when they were invited to read, often lost focus, and easily bored. However, after this method is used in school, children become more curious about the words they encounter in their daily lives. They more often ask their parents to read stories or even try to read on their own even though they are still in the early stages. This shows that the demonstration method not only has an impact on the school environment, but also brings positive changes in children's learning habits at home.

These results are in line with previous research that states that demonstration methods are effective in improving early childhood learning comprehension, engagement, and motivation, especially in basic skills such as reading. This method provides a more concrete learning experience, where children can understand a concept through direct observation and active participation. In the context of learning to read, this approach has been shown to help children better recognize the relationship between letter shapes and sounds, which is the main foundation in early literacy skills.

Although the demonstration method has proven to be effective, there are several challenges faced in its implementation. One of them is the need for teachers' creativity in presenting demonstrations that are interesting and in accordance with the characteristics of early childhood. Teachers must be able to make learning a fun experience by using various tools such as letter cards, interactive images, or educational games that support the demonstration process.

In addition, the demonstration method takes longer than conventional learning methods. Every child has a different learning pace, so teachers should ensure that each child has the opportunity to understand and practice the reading skills being taught. This requires patience and the right teaching strategy so that all children get the maximum benefit from learning.

Children's involvement in demonstration methods also varies, depending on the level of readiness and support of the learning environment at home. Children who are used to reading stimulation at home tend to grasp concepts taught at school more quickly, while children who are less exposed to reading at home may need more time and guidance to develop. Therefore, the involvement of parents in supporting children's reading activities at home is an important factor in the success of this method.

In the context of the implementation at RA Muslimat NU 11, the success of the demonstration method can be seen from the increase in the number of children who show interest in learning to read in the high and very high categories. Data analysis shows that before this method was applied, most children had a low to moderate interest in learning to read. However, after the application of the demonstration method, the proportion of children who showed high and very high interest in learning increased significantly.

The effectiveness of this method can also be attributed to the concept of multisensory-based learning, where children learn through a combination of visual observation, hearing, and direct experience. By seeing how teachers read and write words, children can associate the shape of letters with their sounds more easily. In addition, they are also more emotionally involved in the learning process because this method provides a fun and challenging experience in a positive way.

The application of the demonstration method also has an impact on increasing

children's confidence in reading. Before this method was implemented, many children felt hesitant and afraid of making mistakes in trying to read. However, once they are given the opportunity to see and imitate the correct way of reading, they become more confident in trying on their own. This confidence plays an important role in building positive reading habits from an early age.

By considering all these factors, it can be concluded that the demonstration method is an effective approach in increasing interest in early childhood reading learning. The success of this method lies in its ability to provide a more concrete, interactive, and fun learning experience for children. However, the success of the implementation of this method also depends heavily on teacher skills, learning environment support, and parental involvement in supporting the child's learning process.

To increase the effectiveness of demonstration methods, schools can develop various innovative strategies, such as the use of technology-based interactive media, game-based reading activities, and collaboration between schools and parents in supporting children's reading habits at home. Thus, the demonstration method is not only an effective learning strategy in schools, but also a part of children's learning culture that continues to evolve in their daily lives.

The findings of this study are expected to be the basis for the development of more innovative learning methods in early childhood education. The success of the demonstration method in increasing interest in reading learning shows that a learning approach that actively and funnily engages children can have a significant positive impact on the development of their literacy skills. Therefore, this method is feasible to be applied more widely in various early childhood education institutions to support more effective and meaningful learning.

CONCLUSION

Based on the results of the study on the Effect of the Use of Demonstration Methods on Interest in Reading and Learning in Children in RA Muslimat NU 11, it can be concluded that the demonstration method has a positive influence on the increase in interest in early childhood reading and learning. This method allows children to see firsthand how to read and write a letter or word, thus helping them understand the concept of reading better.

This study shows that children who are taught by the demonstration method are more enthusiastic and motivated in learning to read compared to conventional learning methods. They are more active in participating in the learning process, practice reading independently more often, and show greater interest in reading activities. This proves that a more interactive and visual learning approach can increase children's involvement in learning.

In addition, the demonstration method also has an impact on increasing interaction between teachers and children. With live demonstrations, children can more easily understand the material presented, and can imitate and practice how to read more confidently. This contributes to a more enjoyable and effective learning atmosphere, where children feel more comfortable exploring their reading skills.

The results of this study also indicate that the consistent application of the demonstration method can help improve children's reading skills from an early age. Therefore, educators at RA Muslimat NU 11 are advised to apply this method more often in reading learning activities, as well as develop variations in the use of demonstration methods to make them more attractive to children.

Thus, this study provides evidence that the demonstration method can be an effective learning strategy in increasing interest in reading and learning in early childhood. The implications of this study can be a reference for teachers, parents, and early childhood education institutions in developing more innovative learning methods that are in accordance with children's needs.

However, this study has limitations, such as a limited number of samples and other factors that may affect children's interest in learning beyond the methods used. Therefore, further research is recommended to be carried out with a wider scope, as well as consider other

variables that can support the effectiveness of demonstration methods in early childhood reading learning.

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