

Development Student Worksheets (LKPD) Based on Contextual Class VII Private Junior High Schools Tiara Deli Serdang

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Abstract. This research aims to know (1) Student Worksheet Development (LKPD) of Contextual based social studies learning that is linked is suitable for use in grade VII students of SMP Swasta Tiara, (2) To find out the Student Worksheet Development (LKPD) contextual based social studies learning that is linked is effective for grade VII SMP Swasta Tiara. This research was conducted at Junior High School (SMP) Swasta Tiara at Deli Serdang. Research on the development model used is the Dick and Carey model. For sample research trials of individuals as much as 3 students, small groups of trials as much as 9 students and a sample test as many as 32 students. Trial results are obtained from the learning design expert 2 people, 2 people, media expert and 2 expert material. The results showed (1) teaching materials of Student Worksheet Development (LKPD) Contextual based social science learning is appropriate for use in social science subjects, (2) The use of teaching materials used in the learning process of social science with a count of $t_{count} = t_{table} > 4.56 = 4.42$, (3) Social Science Learning outcomes of class VII students with economic material using Student Worksheet Development (LKPD) teaching materials are higher than student learning outcomes using Ordinary Learning

Keywords: Contextual-Based Student Worksheet (LKPD), Ordinary LKPD

1 Introduction

The Indonesian nation is a nation that upholds education, where education is used as a tool to educate the nation. The government fully supports the improvement of the quality of education for the Indonesian people, especially for elementary, junior high, and high school equivalents, as evidenced by the existence of four pillars of education, one of which reads "Compulsory Learning for 9 Years". Education is a system consisting of input, process, and output. Input is students who will carry out learning activities, the process is an activity of teaching and learning while the output is the result of the process to be implemented. The success of education is highly dependent on the human element and the most important and most decisive element is the teacher, because the teacher must be able to generate interest and

deliver more interesting materials. This is an implication of learning that demands maximum creativity and teacher effort.

Learning is the basis of knowledge and cognitive growth, according to Vygotsky (1978)¹, and it is created by internalization, acquisition of meaning, creation of new information, and modification (transformation) of existing knowledge. Students learn when they do things that are unfamiliar but are still in the zone of closest development (ZPD), which is easy to understand. Together, students build on their knowledge by progressively developing competencies through interaction with professionals in their industry (teachers or tutors), using scaffolding such as offering instructions, guidelines, diagrams or drawings, processes, or feedback. These tasks are then completed according to student directions, resulting in modification or learning development.

Social Studies is a discipline of social sciences that covers a variety of activities in it that have been planned or organized and presented scientifically for educational purposes. The description above says that Social Studies is a social science that is deliberately planned by presenting material and various kinds of activities that foster high social character among human beings by not prioritizing personal interests and prioritizing groups. Social studies are certainly educating the human soul so that they can have good relations and should be in accordance with the norms and values in society.

Contextual Approach to Contextual Teaching and Learning (CTL), according to Trianto (2008)², is a learning concept that helps teachers relate the information taught to students' real world conditions and encourages students to connect their knowledge with its application in learning. The expected learning outcomes are more significant for children with this idea. Instead of knowledge being transferred from teacher to student, learning occurs organically through student effort and experience.

Development in the context of instructional technology refers to the process of putting a design specification into a tangible form or other representation. It also refers to the process of creating learning materials. For example, educational resources used in the classroom. Technology and the growth of science, which have transformed almost every area of human existence and made it possible to solve various problems, provide the basis for the development of learning.

According to observations and conversations with social studies teachers at Tiara Private Junior High School, some students may find it difficult to understand the subjects taught in class. (1) Learning materials are challenging to understand and use in real-world situations. (2) LKPD material does not provide adequate examples and explanations to students. and (3) LKPD is not interesting so that it makes students reluctant to learn. (4) The number of LKPD used is not sufficient to guarantee that the material will be successfully studied and applied in daily life.

In class VII, the researcher hopes to create a contextual-based LKPD IPS. Its implementation in social studies includes connecting the teacher's lessons with the actual situation of students, applying the knowledge and applications of students that day, and increasing student learning activities. Existence is created through everyday life. In addition, LKPD is expected to improve learning outcomes, cultivate process skills in students, and increase activity levels.

¹ Vygotsky, L.S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press

² Trianto. (2010). *Designing an Innovative-Progressive Learning Model*. Jakarta: Kencana Prenada Media Group.

Improving the quality of education is considered to be greatly helped by the existence of the teacher LKPD. For intermediate level, teaching materials should be improved with student participation. The creation of creative worksheets that encourage students' interest in learning, increase student involvement, and increase students' understanding of the content offered. The creation of worksheets produces useful and effective resources to assist the teaching and learning process. The author is interested in conducting research with the title "Development of Social Studies Student Worksheets (LKPD) for Class VII Tiara Private Junior High School Contextually Based" based on the explanation of the context of the problems in this study.

2 Research Methods

This development study was conducted on seventh grade students of Tiara Private Junior High School in the Even Semester of the 2021–2022 Academic Year. The research was carried out after a thorough evaluation of the research location was carried out to determine the right number of courses and class VII students at Tiara Private Junior High School. the subject of this research. Grade VII students of Tiara Private Junior High School became research participants for a contextual-based LKPD development study. Three classes of class VII students were used as research subjects

The development model used refers to the development model of Borg and Gall (2003)³ is a process used to develop and ratify educational products. The research steps are as follows: (1) the initial stage of research and information gathering, (2) the planning stage, (3) the initial stage of product development, (4) the initial trial stage, (5) the product revision stage, (6) the field test stage, (7) the field test product revision stage, (8) the operational test stage, (9) the final product revision stage, and (10) product implementation and dissemination. The research developed is the type of research and development Borg and Gall (1983).figure [1] 10 steps of research development

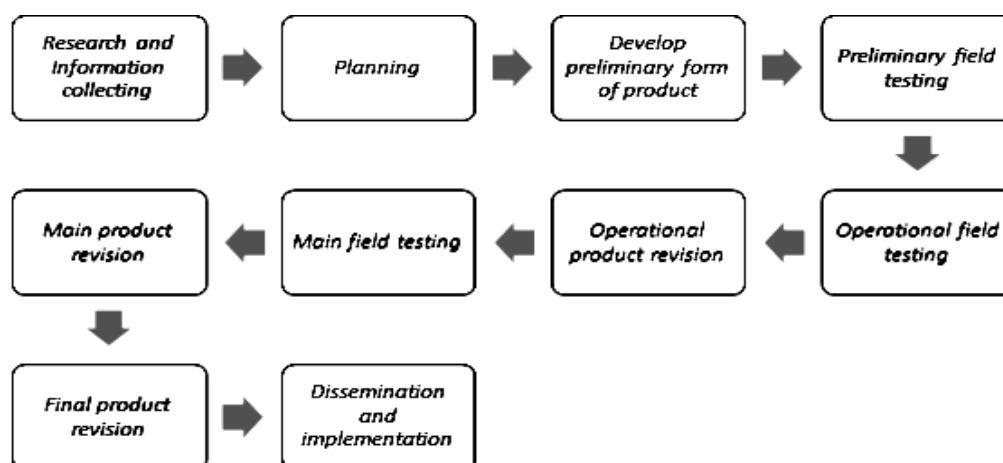


Figure 1 steps of research development

³ Borg, G. (2003). Educational Research: An Introduction 4th Edition. London: Longman.Inc.

The research steps are as follows: (1) the initial stage of research and information gathering, (2) the planning stage, (3) the initial stage of product development, (4) the initial trial stage, (5) the product revision stage, (6) the field test stage, (7) the field test product revision stage, (8) the operational test stage, (9) the final product revision stage, and (10) product implementation and dissemination. This research was conducted at Tiara Deli Serdang Private Junior High School. The sample used is one class, namely class VII. The number of students in the individual trial was 3 people, the small group trial was 9 people, the large group trial was 32 people.

In this study, the necessary data were obtained by using a questionnaire, interview techniques, observation and identification. The data to be processed is data in the form of comments, suggestions and product improvements as well as a summary of the results of observation questionnaires from respondents and a team of experts. Questionnaires and interviews conducted in this study aimed to find preliminary data information about the analysis of student needs in social studies learning. This data and information is used as a reference for researchers in the development of social studies. Meanwhile, small group validation trials and expert teams were used to review or evaluate the prototype of the student worksheets that had been designed.

LKPD Development Procedures

The instrument for collecting data from research and development results is (1) a material expert validation questionnaire to obtain student worksheets (LKPD) feasibility score data in terms of material feasibility, (2) design expert questionnaires to obtain Worksheet feasibility score data Students (LKPD) in terms of design feasibility, (3) Material expert questionnaire to obtain data on the feasibility score of Student Worksheets (LKPD) in terms of media feasibility, (4) Student questionnaire sheet to obtain LKPD feasibility score data from the user perspective, namely students as users. The instrument must be validated (Sugiyono, 2013)⁴. Learning outcomes test is used to see the effectiveness of LKPD users in the learning process after using contextual-based IPS Worksheets. The assessment of the feasibility of the Worksheets by material experts, design experts, material experts, and students is presented in tables, tables 1, table 2, table 3, and table 4 as follows:

Table 1. Eligibility Assessment Criteria Worksheets By Material Expert

No	Level of Achievement	Qualification	Description
1	85% - 100%	Very Good	No Need to Revise
2	75% - 84%	Good	Needs to be Revised
3	65% - 74%	Sufficiently	Revised
4	55% - 64%	Less	Revised
5	0% - 54%	Very Less	Revised

Sugiyono. (2013). Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D. Cetakan ke –11. Bandung: Alfabeta.

Table 2. Feasibility Assessment Criteria Worksheets By Design Expert

No	Level of Achievement	Qualification	Description
1	85% - 100%	Very Good	No Need to Revise
2	75% - 84%	Good	Needs to be Revised
3	65% - 74%	Sufficiently	Revised
4	55% - 64%	Less	Revised
5	0% - 54%	Very Less	Revised

Table 3. Feasibility Assessment Criteria Worksheets By Media expert

No	Level of Achievement	Qualification	Description
1	85% - 100%	Very Good	No Need to Revise
2	75% - 84%	Good	Needs to be Revised
3	65% - 74%	Sufficiently	Revised
4	55% - 64%	Less	Revised
5	0% - 54%	Very Less	Revised

Table 4. Eligibility Assessment Criteria Worksheets By students

No	Category	Score
1	Very Good	$81\% \leq X \leq 100\%$
2	Good	$61\% \leq X \leq 80\%$
3	Sufficiently	$41\% \leq X \leq 60\%$
4	Less	$21\% \leq X \leq 40\%$
5	Very Less	$0\% \leq X \leq 20\%$

Analysis of the effectiveness of using Worksheets is done by comparing the average value of learning outcomes before using Worksheets and after using contextual-based LKPD, then the learning outcomes are processed using descriptive analysis. Inferential statistical analysis with normality test, homogeneity test and t test.

3 Results And Discussion

Product Development Research Results

a. Preliminary Product Design Process

Implementation of the development study first includes a preliminary study of students doing special studies in Class VII. In other words, the stages of identifying learning needs have been carried out, determining student body ability standards, conducting lesson analysis, identifying student characteristics as the first fulfillment, and writing. Capacity includes basic indicators, development of reference tests, development of learning strategies, and development of learning materials. Based on the findings of the preliminary analysis of objectives, it can be concluded that Class VII students will need teaching materials in the form of student schedules in order to successfully learn the relevant subjects. Based on the findings from the questionnaire that has been provided, all students and all teachers agree that they need contextual-oriented worksheets to be used as teaching materials so that the learning process becomes more efficient and interesting.

After the initial product of teaching materials is compiled, the next step is to validate the teaching materials to design experts, instructional materials experts, and media experts to produce products that are suitable for use. Furthermore, the product of teaching materials is carried out in a trial phase which is carried out as follows: (1) individual trials, (2) analysis of the results of individual trials, (3) second revision, (4) small group trials, (5) analysis of small group trial results, (6) third revision, (7) field trial, (8) analysis of field test results, (9) fourth revision, (10) final product.

b. Data Description of Expert Validation and Trial Results Product.

validation seeks to ensure the views of material experts, learning design experts, and media experts about the correctness of content, learning elements, and the correctness of content, media, and learning design.

1) Learning Material Expert Validation Results Data

The purpose of product verification is to support the assessment of experts regarding the suitability of the content, its presentation, and the quality of its language. The evaluation was carried out to collect information that would be used to improve the standard of teaching resources for Worksheets IPS Class VII SMP Private Tiara. The results of the validation are presented in Table 5 below as a ranking of the assessment components of the feasibility of the content of the context-based LKPD material.

Table 5. Score of Worksheets Assessment Based Contextually on the eye Social Studies lessons by Material Experts on Aspects of Feasibility of Content, Presentation, Language

No	Aspects of Assessment	Total Score	Average	Criteria
1	Feasibility of Content	9	92,5%	Very Good
2	Presentation	9	92,5%	Very Good
3	Linguistics	9	92,5%	Very Good
Average		9	92,5%	Very Good

Based on the table, it is clear that the Contextual-Based Worksheets received a “Very Good” rating from material experts, with an average score of 92.5 percent. It is also clear that the Contextual-Based IPS Worksheets content has received a “Appropriate Use” rating from the same material expert.

2) Worksheets Design Expert Validation Result Data

The Quality of Contextual-Based Teaching Material Design in Social Studies Subjects is reviewed from all fields contained in the Worksheets based on the assessment instrument that has been submitted to the Worksheets design expert. The following table 6 shows the results of the validation of the Worksheets design experts:

Table 6. Contextual-Based Worksheets Assessment Scores on Social Studies subjects by Design Experts on Content Feasibility Aspects, Content Design

No	Aspects of Assessment	Expert		Total Score	Average	Criteria
		1	2			
1	Content feasibility aspect	4	4	8	80%	Good
2	Display	5	5	10	100%	Very Good
3	Content design	4	5	9	90%	Very Good
Average				9	90%	Very Good

Based on Table 6 it can be concluded that the Contextual-Based Worksheets assessment by design experts is stated with the criteria of "Very Good" and an average score of 90% for the Social Studies topic " Proper to use".

3) Worksheets Media Expert Validation Result Data

The quality of the Contextual-Based worksheets on social studies subjects is evaluated from all fields contained in the worksheets based on the assessment instrument that has been submitted to the LKPD media expert. The following table 7 shows the results of the expert validation of worksheets Media:

Table 7. Contextual-Based LKPD Assessment Scores on Social Studies Subjects by Media Experts

No	Items of ExpertAssessment	Expert		Total Score	Average	Criteria
		1	2			
1	Quality of learning materials	5	5	10	100%	Very Good
2	Learning delivery system	4	5	9	90%	Very good
3	Quality practice questions in LKPD	4	4	8	80%	Good
4	LKPD quality on student learning activities	4	5	9	90%	Very good
5	Quality of display	4	5	9	90%	Very good
Average				9	90%	Very good

Based on Table 7 it can be concluded that the assessment of Media Experts Contextual-Based worksheets on the material indicated by the criteria of "Very Good" with an average score of 90%. It can also be concluded that the material is "Appropriate to Use" for social studies lessons.

4) Individual Trial Results Data

Assessment of worksheets context-based individual trials based on presentation features is offered on a "Very Good" basis with an average score of 86 percent, according to Table 8 :

Table 8. Average Percentage of Assessment of Contextual-Based LKPD in Individual Trials

No	Aspect Assessment	Average	Criteria
1	Content Feasibility	94%	Very Good
2	Presentation	85%	Very Good
Average		89.5%	Very Good

94 percent of seventh grade students of Tiara Private Junior High School 3 who took part in the individual trial on the feasibility of the contextual-based worksheets content in social studies subjects were included in the Very Good category.

5) Small group test result data

Contextual-Based worksheets Assessment from small group trials based on display elements is indicated by the "Very Good" criteria with an average score of 88,5 percent, according to Table 9 :

Table 9. Average Percentage of Assessment of Contextual-Based LKPD in Small Group Trials

No	Aspect Assessment	Average	Criteria
1	Content Feasibility	87%	Very Good
2	Presentation	90%	Very Good
Average		88.5%	Very Good

87% Grade VII students of Tiara Private Junior High School 9 who took part in the individual trial on the topic of the feasibility of contextual-based worksheets content in social studies subjects were rated Very Good, and 90 percent of them were rated Very Good.

6) Field Test Result Data

In the seventh grade of Tiara Private Junior High School, a field test was conducted. A total of 32 grade VII students of the Tiara private SMP took part in the field trial. Field testing produces data that will later be used to assess the efficacy of the educational material items made and determine how the product benefits. in table 10 below:

Table 10. Average Percentage of Assessment of Contextual-Based LKPD in Field Trials

No	Aspect Assessment	Average	Criteria
1	Content Feasibility	83%	Very Good
2	Presentation	83%	Very Good
Average		83%	Very Good

Individual trial to 32 grade VII junior high school students Private Tiara on the aspect of the feasibility of the Contextual-Based worksheets content in social studies subjects, 83% included in the Very Good category, in the aspect of presenting Contextual-Based LKPD learning materials in social science subjects. Contextual-Based worksheets on social studies topics was evaluated by 32 students in a field trial, and the findings revealed that the resulting product could be used.

Data Analysis

The average score in each field determines the research findings of material experts, worksheets design experts, and media experts on the overall assessment aspect. The viability of the Contextual-Based worksheets on social studies subjects was then evaluated using the results of the assessment. The following is a description of the average percentage of findings from the assessments of material experts, learning design experts, and media experts:

Product Effectiveness Test Results

Description of Research Data

The pretest learning outcomes of students who were taught using Contextual-Based worksheets obtained the lowest score of 11, the highest score of 22, the average value of 16.93 and the standard deviation of 2.93. The frequency distribution of students' pretest learning outcomes taught using Contextual-Based worksheets can be seen in Table 11 as follows:

Table 11 Frequency Distribution of Students' Pretest Learning Outcomes Learned by Using Contextual-Based LKPD

No	Class Interval	Fi	relative frequency (%)
1	11 – 12	3	9,38
2	13 – 14	4	12,50
3	15 – 16	5	15,63
4	17 – 18	11	34,38
5	19 – 20	5	15,63
6	21 – 22	4	12,50
Amount			100%
Average			16,93

The results of the calculation of the test scores for learning outcomes before using the Contextual-based worksheets (pretest) showed that 3 students were in the 11-12 grade range with a frequency of 9.38%, 4 students were in the 13-14 and 21-22 ranges with a frequency of 12, 50%, 5 students are in the range 15-16 and 19-20 with a frequency of 15.63%, 11 students are in the range 17-18 with a frequency of 34.38%.

In addition, students who were taught using context-based teaching materials had the lowest posttest score of 11, the highest posttest score of 28, average score of 21.84, and standard deviation of 3.83. Table 12 shows the frequency distribution of posttest learning outcomes of students who were taught using contextual-based worksheets as follows:

Table 12 Frequency Distribution of Student Posttest Learning Outcomes Learned by Using Contextual-Based LKPD

No	Calss Interval	Fi	Relativ frequency (%)
1	11 – 13	1	3,13
2	14 – 16	2	6,25
3	17 – 19	4	12,50
4	20 – 22	11	34,38
5	23 – 25	8	25,00
6	26 – 28	6	18,75
Amount			100
Average			21,84

The results of the calculation of learning outcomes test scores before using Contextual-based worksheets (Postes) showed that 1 student was in the 11-13 grade range with a frequency of 3.13%, 2 students were in the 14-16 range with a frequency of 6.25%, 4 people are in the range 17-19 with a frequency of 12.50%, 11 students are in the range 20-22 with a frequency of 34.38%, 8 people are in the range 23-25 with a frequency of 25.00%, 6 people are in the range 26-28 with a frequency of 18.75%.

Fisher's exact test was used meanwhile to test the homogeneity of the research data. The results of the homogeneity analysis showed that the learning outcomes of students in the two groups—who received learning using contextual-based teaching materials and those who did not—are homogeneous. This can be seen from the magnitude of $F_{count} < F_{table}$ at the 5% significance level ($1.07 < 1.87$).

The findings of hypothesis testing provide empirical support for the statement that the learning outcomes of social studies class students in class VII Junior High School Swasta Tiara are greater when contextual-based worksheets are used than when they are not used. Contextual-Based worksheets is useful in teaching social studies subjects in the following way:

$$\bar{X} = \frac{\text{total score obtained}}{\text{ideal score}} \times 100\%$$

$$\bar{X} = \frac{699}{32} \times 100\% = 21,84\%$$

This effectiveness value is more greater than the following effectiveness values, which do not use contextual-based teaching materials:

$$\bar{X} = \frac{\text{total score obtained}}{\text{ideal score}} \times 100\%$$

$$\bar{X} = \frac{535}{30} \times 100\% = 17,83\%$$

Discussion of Research Results

The product development process includes the analysis and testing of this context-based worksheets data, as well as elements that are changed and improved in response to feedback from material experts, learning design experts, learning media experts, and student users. The average score for the LKPD component is Very Good. The worksheets criteria considered are the suitability of language, presentation, and content. Students assess the results of subsequent

revisions on their own, in small groups, and in limited field experiments. With the help of this research, worksheets is expected to be more user-friendly and more in line with students' needs. This is in accordance with the statement of Borg and Gall (1983: 772)⁵ in Education Research An Introduction that development research is focused on the creation and validation of educational items.

Learning media, according to Sudjana and Rivai (2001:2)⁶, must improve the learning experience in the classroom and the learning outcomes obtained by students. Teaching materials are very helpful because (1) make the class entertaining and motivate students, and (2) make the meaning of the material clear and easy to understand.

Students will hear additional actions, such as understanding, in addition to the teacher's explanation. (3) Broader assessment techniques and (4) learning activities use more reflection to solve existing and existing problems.

Based on the explanation above, it can be concluded that the Contextual-Based worksheets in social studies learning class VII Private Tiara proved feasible to use because it had passed the material, media, worksheets design, individual, small group and field test tests and the results were declared "Very Good".

Discussion of Product Effectiveness Research Results

T count = 4.56 and T table = 4.02 are the calculated findings. From the results of t count = 4.56 and t table = 4.02, it can be concluded that students who use contextual-based worksheets in social studies class in class VII high junior school Swasta Tiara get better learning outcomes than students who do not.

After achieving the goals set with satisfactory results, the media is said to be very good. To evaluate the efficacy of the worksheets in this regard, product trials were conducted during the learning process. Student learning outcomes are a significant indicator of worksheets performance. The learning outcomes of 32 students who were taught using context-based worksheets were assessed for their learning outcomes, and these findings were compared with student learning outcomes in subjects that were not. Based on the analysis, students who received learning using contextual-based worksheets on average had better performance than students who received learning without using contextual-based worksheets.

⁵ Borg, W.R dan Gall, M.D. (1983). Educational Research and Introduction. New York: Longman

⁶ Sudjana, N., & Ahmad, R. (2007). Teaching Technology. Bandung: Algensindo Offset New Light Printing.

4 Conclusion

The following are conclusions that can be drawn from the formulation, objectives, findings, and discussion of the research on the creation of Contextual-Based LKPD in Social Studies Learning.

The total average is classified as “very good/very qualified” in the context of the LKPD learning IPS validation findings from material experts, learning design experts, and media experts. That's clear. The substance can thus be used for subsequent experiments with some modifications. Only media developed to offer validation results, which are limited to individual exams, small groups, and field tests, are eligible for use as student worksheets (LKPD). In social studies learning, contextual-based worksheets produce better student learning outcomes than non-context-based worksheets.

Implications

Compared to the LKPD used by teachers and students in the learning process, the conclusions and research findings of this LKPD are very significant.

The effect of the problem is:

This LKPD will make a useful contribution, especially for teachers in the learning process, where this LKPD provides convenience in the implementation of the teaching and learning process so that it has an impact on learning success and improving student learning outcomes. On the one hand, the creation of this LKPD offers relevant learning for students of Tiara Deli Serdang Private Junior High School and creates a fun learning environment because students are given sufficient space to study alone and speak in groups to answer questions.

The use of context-based learning worksheets, which require students to be ready to complete study assignments independently to get the highest possible score. In an effort to examine the content and learning questions presented, students are given the opportunity to develop their potential and creativity.

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