Development of Student Worksheets (LKPD) Fiction Text Based On Higher Order Thinking Skill (HOTS) In Class VII Students Of Santa Lusia Private Junior High School Sei Rotan

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Abstract. This study aims to develop a Student Worksheet (LKPD) fiction text based on higher order thinking skills (HOTS) of Indonesian language and literature for class VII SMP Private Santa Lusia Sei Rotan and to find out the students' higher order thinking skills. The sample used in this study is the questions contained in the LKPD for Indonesian class VII subjects. The research method used is research and development using the 4-D method, namely (1) the definition stage; (2) the design stage (design); (3) the development stage (develop); and (4) the dissemination stage. The results of the research are HOTS-based fiction worksheets. The results of the assessment from colleagues obtained 85.25% in the good category. The results of the validation of the LKPD design by design experts are 92.5% with very good criteria. The results of the validation of learning materials by material experts are 93.33% with very good criteria. This is evidenced in the effectiveness test of HOTS-based fiction worksheets for class VII SMP Private Santa Lusia Sei Rotan obtaining an average pretest score of 68.7 with the lowest score of 59 and the highest score of 84. While the posttest average score of 81 with the lowest score 69 and the highest score is 94. Based on these data, it can be concluded that the HOTS-based fiction student worksheets can improve student learning outcomes, especially in fiction text material.

Keywords: Fiction Text, HOTS Based, LKPD

1 Introduction

LKPD is a series of materials that are arranged systematically and in writing so as to create a learning atmosphere that is in accordance with the presence of students (Daryanto and Dwicahyono, 2014: 171). LKPD is divided into 2 types, namely print LKPD and online LKPD. Printed LKPD is a series of teaching materials in the form of sheets of paper containing material, summaries and instructions for implementing learning tasks that must be done by students. While online LKPD teaching materials are in the form of audio, such as cassettes, radio, LPs, and audio compact discs. Audiovisual LKPD such as, CAI (Computer Assisted Instruction), and can be categorized as web-based learning materials (web-based learning materials) Lestari, (2013: 5).

Students' learning interest is also one of the determinants in learning activities because without interest in learning students are usually difficult to communicate with and result in students having difficulty mastering the material taught by the teacher (Tarigan, 2013: 135). So that to support the learning interest of students, teachers must be able to provide LKPD in accordance with the existence of students.

Higher order thinking skills for students can increase or improve if training is carried out and is faced with a problem that has been faced before in early learning. Improving the quality of higher-order thinking is analyzed through the Minimum Competency Assessment (AKM) which includes literacy, numeracy, and student character. The AKM is programmed by the government to improve the quality of education in Indonesia, which is still far behind from other countries (Mendikbud, 2021). Curriculum improvement designed to increase students' ability to think critically and creatively is part of higher order thinking skills (HOTS). However, in reality, students are still unable to master higher order thinking skills. Higher order thinking skills (HOTS) are needed by students in facing the demands of education in the present and future digital era. HOTS is a thinking ability that not only requires the ability to remember, but also requires higher abilities, such as the ability to think creatively and critically (Brookhart, 2010:13). HOTS trains students to make changes and requires them to be active learners.

LKPD as a teaching material that aims to help and facilitate the learning activities will help the ability to solve problems that will affect the HOTS of students. This makes students more challenged in learning activities. The activity of solving LKPD problems will later have an impact on improving their way of thinking, including critical thinking (Astuti, 2018: 120). The development of HOTS-based worksheets is quite helpful in efforts to improve students' thinking skills in mastering concepts, especially in HOTS. The LKPD that will be developed contains exercises that must be done by students, where the exercises in the LKPD are in the form of HOTS questions.

It can be proven by the following example of HOTS questions, "A sunny morning, Laras is a teenager who is looking for an angkot, because his village is only passed by one angkot (1). His stomping footsteps prove the flames of his enthusiasm for learning (2). Laras cooks here to give to her friends (3). Laras became one of the model students, and he always won class (4). The sentences that are not coherent in the paragraph above are numbered sentences... a. 1, b. 2, c. 3, d. 4. The most appropriate answer is c, after the researcher conducted the post-test the students obtained results that were not maximal, meaning that they still achieved the KKM score, so that creativity from the teacher was needed to develop the learning tools. So to improve the ability of students to identify and retell fable texts, teaching materials are needed outside of textbooks and LKPD provided by schools in the form of HOTS-based LKPD.

Based on Permendikbud Number 37 of 2018 it is stated that KD 3.11 "Identifies information about local fables/legends that are read and heard", KD 4.11 "Retelling the contents of local fables/legends", KD 3.12 "Examining the structure and language of local fables/legends what is read and heard", KD 4.12 "Acting the contents of local fables/legends that are read and heard. Epistemologically, fable comes from the Latin fabulat. Fables are stories about the lives of animals that behave like humans. Fables are a type of fictional story, not stories about real life (Kosasih, 2017: 194). Fable text is an interesting fairy tale for students to learn, especially in seventh grade of junior high school, but it turns out that at Santa Lusia Sei Rotan Junior High School, many seventh grade students still don't know about fable texts, what types of fables are

and so on. For this reason, teachers need to be shrewd in determining the teaching materials used both in the learning process and evaluating students to see the extent to which students understand the material being taught.

2 Literature Study

Some of the relevant research that the author uses as a source of literature is the first research conducted by Ubaidillah (2016), entitled Development of Problem Solving-Based Physics LKPD to Improve Science Process Skills and Higher-Level Thinking Skills. This study shows that the use of Problem Solving-based Physics worksheets will increase students' HOTS. The next research by Yenni Ernawati entitled Development of Student Worksheets (LKPD) on Scientific-Based Fable Text Materials for Class VIII Junior High School Students. The purpose of this study was to describe the needs of students and teachers for learning to write scientific-based fable texts, produce Student Worksheets (LKPD) teaching materials on scientific-based Fable Texts, and describe the results of expert validation of the developed LKPD.

3 Methodology

This research is a development research using a modified 4-D development model. The subjects of this study were class VIII students and Indonesian teachers. Based on the results of expert validation, the LKPD on the developed fable text material is categorized as good or feasible to be used as a companion teaching material for textbooks. As well as the latest research conducted by Yuniati, et al, entitled Development of Student Activity Sheets for Indonesian Language Subjects with Mind Mapping Concepts in SMA. This research on the development of student activity sheets (LKPD) aims to improve the quality of student learning, use the maximum concept of mind mapping, be able to create an active and fun learning process in learning Indonesian at SMA Al Azhar class XII.

4. Result and Discussion

The validation results from the material experts stated that the LKPD was feasible to use with a percentage of 76.36%, while from the learning media design experts the level of achievement of feasibility was 84.44%. The peer-to-peer eligibility test reached 83.63% and the trial on class XII students of SMA Al Azhar obtained the level of achievement of eligibility of 93.9%.

Data analysis used descriptive analysis in accordance with the results of the analysis from experts/experts in accordance with (Sugiyono, 2016: 135).

Feasibility was carried out using a questionnaire, with criteria 1 = irrelevant/not appropriate, 2 = less relevant/less feasible, 3= relevant/feasible, 4= very relevant/very feasible.

2.1 Equations, formulas and code

The effectiveness of the LKPD used in the learning process in schools gets a score of 2063 with an ideal score of 3000, then the score is as follows:

$$\text{Effectiveness} = \frac{Total\,score\,X\,100}{ideal\,score}$$

$$= \frac{2063}{3000}\,x\,100 = 68{,}7\%$$

While the effectiveness of the HOTS-Based LKPD with the developed one obtained a score of 2063 with an ideal score of 3000, then the acquisition score, then the acquisition score is as follows:

$$\text{Effectiveness} = \frac{total\,score\,X\,100}{score\,ideal}$$

$$= \frac{2430}{3000}\,x\,100 = 81\%$$

Code. The difference between the pretest and posttest percentages is 12% with the posttest score better than the pretest. So, the effectiveness contribution from using HOTS-based worksheets with fiction text material is 12%. So it can be concluded that the HOTS-Based LKPD developed was more effective by 81% in the good category and the effectiveness of the student lecture method by 68.7% in the sufficient category. So the HOTS-based worksheets are declared to be effective as additional teaching materials for students in fiction text material.

4 Conclusion

Based on the description of the research results, conclusions can be drawn relating to the development of HOTS-based fiction worksheets for seventh grade students of Santa Lusia Sei Rotan Private Junior High School, conclusions obtained based on the formulation of the problem, research objectives, results, and discussion, can be described as follows: The results of the analysis of the needs of teachers and students need HOTS-based LKPD in the fiction text learning process, designing LKPD in fiction text learning. and finally the assessment of design experts with an average score of 85% and material experts with an average score of 86.5%. The feasibility of the LKPD material got an average score of 81.5% with "good" criteria and 88% with "good" criteria in developing HOTS-based LKPD in Fiction Text Learning. The effectiveness of the student learning outcomes test got an average score of 81% with the criteria

of "good" before using the HOTS-based worksheets in learning to write fiction texts got an average score of 68.7% with the criteria of "enough".

Based on the conclusions in the research on the development of HOTS-based LKPD in learning to write fiction texts, the ones that have been tested have implications for teachers, students, and the education office in the learning process. The implications in question are as follows: The HOTS-based LKPD that was developed will make a practical contribution, especially in the implementation of the learning process for teachers, this HOTS-based LKPD is as additional learning to provide convenience in delivering the material being taught which can be taught independently or classically. For students, it can improve the quality of learning, especially in writing fiction texts in HOTS-based LKPD learning.

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