

## **Development of Student Worksheets (LKPD) of Writing Fantasy Short Story Based on Character Education Reinforcement for Seventh Grade Students**

Kesuma Ariyanti<sup>1</sup>, Sumarti<sup>2</sup>, Siti Samhati<sup>3</sup>

<sup>1</sup>(Magister of Indonesia Language Study and Literature, FKIP, Lampung University, Indonesia)

<sup>2</sup>(Faculty Training and Educational Science, Lampung University, Indonesia)

<sup>3</sup>(Faculty Training and Educational Science, Lampung University, Indonesia)

Corresponding Author: Kesuma Ariyanti

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### **Abstract:**

*This study aims to produce student worksheets (LKPD) of writing fantasy short stories based on character education reinforcement for seventh-grade students. The product explicitly developed aims to provide exciting teaching materials, provide learning procedures that make it easier for students and provide a learning experience based on character education reinforcement. This study is a research and development. Model of research and development adapted Borg and Gall model (1979). The research was conducted at SMP IT Ar Raihan Bandar Lampung, SMP AL Kautsar Bandar Lampung, and SMP Negeri 22 Bandar Lampung. Interviews and questionnaires carried out data collection techniques. The results showed that (1) The material teaches developed of the LKPD type in the material for writing fantasy short stories. The development of teaching materials is carried out based on the preliminary study that suggests supporting teaching materials in LKPD are needed in learning. The addition of the basis for character education reinforcement is intended to instill, familiarize, and equip students to become ready to face the demands of the development of science in the future. Based on the preliminary study results, data were collected in curriculum analysis, learning resources, and the types of teaching materials needed, followed by data collection to obtain the initial product design. The initial product was validated by material validators, media, and practitioners and then tested in small and large classes. The character values developed in the LKPD are religious, nationalist, independent, cooperative, and integrity values. (2) The student worksheets (LKPD) criteria of writing fantasy short stories based on character education reinforcement have excellent feasibility in design, graphics, language, and content. These criteria based on the assessment material experts scored 90.5, assessment media experts with a score of 94.25, and the assessment of practitioners with a score of 84.5. (3) The test of the effectiveness of the student worksheets (LKPD) writing fantasy short stories based character education reinforcement for seventh-grade shows the average yield of N-gain of 0.36 in the medium category, so this product is declared effective use in the learning process.*

**Keywords:** Student Worksheets; LKPD; Fantasy Short Story; Character Education Reinforcement.

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### **I. Introduction**

Teaching materials is a collection of systematic, written or not written material, so it appears the atmosphere that motivates students in learning (Daryanto and Dwicahyono, 2014). *Teaching materials* are tools used by educators in learning to achieve learning objectives. Teaching materials contain a collection of learning materials that are systematically arranged by the applicable curriculum, the character of students and aim to facilitate students in solving learning problems. One form of teaching material is the student worksheet (LKPD).

Student worksheets provide benefits for teachers and students, for example, providing opportunities for students to learn independently and making teachers not rely only on textbooks as the primary teaching material. In addition, student worksheets developed per the curriculum, attractive, rich in insight, contextual, and considering the needs and characteristics of students will make students enjoy the learning process more.

Tomlinson (2003) says that teaching materials can be through new, diverse, exciting presentations and exciting content. Not only having an impact but also making students feel comfortable is essential for developing teaching materials. Furthermore, Darmodjo and Kaligis (1993) suggested that one of the means to optimize the involvement or activity of students in learning is LKPD. LKPD is a teaching material that supports optimized cognitive, affective, and psychomotor aspects in learning to develop students thinking skills holistically.

In addition, an activity sheet learners, according to Arsyad (2009), has many advantages over other classroom resources, namely 1) students can learn according to their respective capabilities, 2) students can repeat the material in the mould, 3) text and pictures combination could add to the attractiveness and facilitate understanding of the information presented, 4) students can actively answer the questions and exercises that are prepared, and 5) the material in the student worksheets can be produced economically and distributed efficiently.

In addition to these advantages, student worksheets are also teaching materials that can be developed according to the current context, can be displayed in more attractive packaging than textbooks, and contain easy procedural to guide students more efficiently to achieve learning goals. Based on these considerations, the development of teaching materials in this study is teaching materials in student worksheets.

According to BSNP (2010), Education is not merely a dispenser of scientific knowledge but also a driver of growth of the noble values that became the basis of good character development. It is also explained that character is a moral superior that acts as the primary driver of a person when taking action. Character is a moral force that can function as a force that determines the choice of forms of action. Acting with character means stepping based on sound, noble, appropriate, and practical values.

The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter II Article 3 states that national education has the function of developing capabilities and shaping the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of participants. Educate students to become human beings who religious, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Based on this, it can be concluded that Indonesian education aims to produce a globally competitive generation and produce the next generation of the nation who has dignity and has noble character in developing the potential to achieve goals.

Students will now face the challenges of increasingly complex, intertwined aspects of life and rapid change in the future due to the globalization of the industrial revolution 4.0. Industrial revolution 4.0 requires students to open up to a comprehensive environment, be sensitive to changes that occur, and compete globally with a dilemmatic level of complexity. Therefore, students must have solid principles and characters to survive by sticking to the values of truth. In line with that, character education reinforcement offers and seeing there is much hope for the nation's future.

Based on the government's policy on character education reinforcement, the government requires educational institutions to prepare students scientifically and personally, in the form of individuals who are solid in moral, spiritual, and scientific values. In addition, character education reinforcement is one of the mandates that The Ministry of Education and Culture must carry out. The Ministry of Education and Culture must create Indonesian people ready to face challenges in the future by Presidential Regulation No. 87 of 2017. To achieve this, naturally, character education reinforcement is implemented as a complement in the learning process and as the primary goal of education that goes hand in hand with students' quality of knowledge and skills to create students with character according to the profile of students Pancasila. Therefore, student worksheets based on character education reinforcement are essential to be developed.

A fantasy short story is one type of narrative text in the 2013 Curriculum learning syllabus for seventh-grade and is included in children's literature with the fiction genre. As a form of work in academic learning in schools, imagination story texts can be used as a means of character education because a literary work contains ethical and moral values related to human life. Nurhayati (2013) states that the teaching of literature has close links with character education because the teaching of literature and literature in general essentially discusses the value of life and life—which inevitably is directly related to the formation of human character. Literature in children's education can play a role in developing cognitive, affective, psychomotor aspects, developing personality and developing social personality. In line with this opinion, children's literature is also believed to contribute to the development of children in the process towards maturity as humans who have a clear identity (Nurgiyantoro, 2017).

Literary works provide insight into social and intellectual issues in different ways. Literary works can reveal many things from various aspects and points of view. To function as an educational agent, shape one's human personality, and cultivate the subtleties of manners and minds of individuals and society to become a civilized society (Wibowo, 2012). Likewise, with the text of imagination stories, imagination stories are a variety of children's literature that discusses issues that children understand. The intellectual level of students who are still children will concentrate on the part of the story content that their logic can accept. The impossible can become possible and acceptable in the creation of fictional stories. Therefore, imagination stories are a genre that can be used as a place to develop cognitive, affective, and psychomotor aspects for students, especially the cultivation of character education.

## II. Material and Methods

This research is an educational product development research and adopts the Borg and Gall model (1979). The stages based on the Borg and Gall model are 1) preliminary study to find potential problems, 2) data collection, 3) initial product design, 4) product validation, 5) revision, 6) small class trial, 7) revision, 8) trial in comprehensive class, 9) revision, and 10) implementation.

Meanwhile, the data collection techniques used in this study were 1) documentation, 2) field observation, 3) interviews, 4) questionnaires, and 5) student learning outcomes. The data analysis technique in this study used a qualitative descriptive technique. The data analysis was conducted to examine the validity sheet for the expert test, the student questionnaire sheet, and the teacher questionnaire sheet. After the data is collected, the average score of each aspect of the criteria is calculated using the following formula (Sudjana, 2010: 109).

$$X = \frac{\sum x}{N}$$

Information:

X = average score

n= number of ratings

$\sum x$  = total score

The average score of all criteria is converted into percentages/proportions. The percentage score is obtained by calculating the average answer based on the assessment instrument of material experts, media experts, practitioners, users, teachers, and students using the following formula.

$$\text{percentages} = \frac{\text{total score}}{\text{maximum score}} \times 100$$

The score from the calculation shows the feasibility level of the product developed in the study, namely LKPD Writing Imagination Story Texts Based on Character education reinforcement from material experts, media experts, teachers/practitioners, and students. The result of the percentage score is then converted into qualitative data using the modified interpretation of the score, according to Riduwan (2009: 23).

**Table no 1:** Feasibility Level Category

No.	Score Range	Category
1	21—40 %	Less feasible
2	41—60%	Quite feasible
3	61—80%	Relevant
4	81—100%	Very feasible

The next step is to calculate effectiveness by calculating the average *pretest*, *posttest*, and *N-gain*. Manual calculations are used to determine the product's effectiveness of the product, namely the *N-Gain* effectiveness formula, as follows.

$$N - \text{Gain} = \frac{\text{posttes score} - \text{pretest score}}{\text{maximum score} - \text{pretest score}}$$

Information:

*N-Gain* = Normalized *Gain*

*Pretest* = initial value of learning

*Posttest* = final value of learning

After obtaining the *gain* score, it can be formulated into the *N-gain* interpretation criteria proposed by Meltzer (2002). The criteria for the effectiveness of the LKPD if the minimum *N-gain* achievement value is in the medium category.

**Table no 2:** *N-gain* Interpretation Category

Average <i>N-Gain</i>	Category
$g > 0,7$	High
$0,3 < g \leq 0,7$	Medium
$g \leq 0,3$	Low

## III. Result and Discussion

This study describes three things—first, product development with the Borg and Gall models. Second, the results of the product feasibility test. Third, the effectiveness of the products that have been developed.

### 3.1 Product Development of LKPD Writing Imaginary Story Texts Based on Character education reinforcement for Grade VII

The LKPD developed in this study specifically aims to provide exciting teaching materials for students, provide learning procedures that make it easier for students, provide a higher quality learning experience based on character education reinforcement.

#### a. Cover

The cover of the worksheets is dominated by yellow and orange colours with illustrations of students writing while imagining a scene in a fantasy story with the super main character Gatot Kaca, a supernatural character from a local Indonesian story. This combination of colours and illustrations makes LKPD more attractive and provides learning motivation for students.

#### b. Material/Content

Material or content is essential in the development of LKPD. Therefore, the first material and content in this LKPD are adapted to the closest situation to the students, namely carrying the current topic of the pandemic. It is intended that students get a real learning experience.

#### c. Student Tasks and Activities

The LKPD developed contains several tasks and activities for students by providing character education reinforcement in several ways, including:

1. learning activity procedures that begin with activity instructions that contain specific character values to be instilled in students, for example, religious values,
2. learning activities or procedures that guide students to achieve learning goals by including particular character values, such as being independent or collaborating in learning activities,
3. new information on several pages regarding examples of character values that students must possess, for example, nationalism and integrity.

Learning activities with easy-to-follow procedures will make students focus on achieving learning goals; besides that, it makes it easier for students to learn independently.

After the initial product in the form of LKPD writing fantasy short story based on character education reinforcement was developed. This product was validated by three experts, namely material experts, media experts, and practitioners (Indonesian language teachers), to determine the feasibility of the product. Product validation instruments generally cover four aspects, namely content, language, presentation, and graphics.

**Table no 3:** LKPD Product Validation Results from Experts

No.	Validator	Content	Language	Procedures	Graphics	Avg.	Score	Category
1	Material Experts	4,75	4,75	4,6	4	4,525	90,5	Very feasible
2	Media Experts	4,75	5	4,6	4,5	4,7125	94,25	Very feasible
3	Practitioner	4,25	4,25	4,4	4	4,225	84,5	Very feasible

The process of revising the design of student worksheets is presented below:

#### 1) before revised



#### after revised



2) before revised



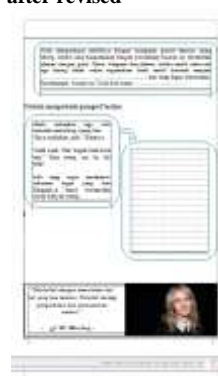
after revised



3) before revised



after revised



4) before revised



after revised



5) before revised



after revised



### 3.2 Product Trial and Product Feasibility

The LKPD product trial for writing imaginary story texts for Grade VII was conducted in three schools: SMP IT Ar Raihan Bandar Lampung, SMP Al Kautsar Bandar Lampung, and SMP Negeri 22 Bandar Lampung. The assessment was carried out by the teacher and ten students from each school for a small class and 30 students each for a large class. The results of the assessment are presented in the following table.

**Table no 4:** Product Feasibility from Teacher as User

No.	Aspects	Results		
		Location 1	Location 2	Location 3
1	Language	90,0	80,0	85,0
2	Contents	93,3	76,7	90,0
3	Serving	93,3	75,0	91,7
4	Graphics	90,0	75,0	90,0
Average		91,7	76,7	89,2
Category		Very Feasible	Feasible	Very Feasible

**Table no 5:** Feasibility from the Students as Users in a Small Class

No.	Aspects	Location 1	Location 2	Location 3
1	Attractiveness	92,9	89,1	84,2
2	Convenience	94,6	90,6	78,6
3	Benefits	96,0	90,0	78,0
Average		94,5	89,9	80,3
Category		Very feasible	Very Feasible	Very Feasible

**Table no 6:** Feasibility from the Students as Users in Large Class

No.	Aspek	Location 1	Location 2	Location 3
1	Attractiveness	82,9	83,7	86,4
2	Convenience	87,3	87,4	84,4
3	Benefits	84,8	85,3	84,9
Average		85,0	85,5	85,3
Category		Very Feasible	Very Feasible	Very Feasible

Based on the data in the table, the results of trials in a small classes and large classes state that the products developed have very feasible criteria for use in learning.

### 3.3 Product Effectiveness

Here is a table comparing the pretest, posttest, and N-Gain value using LKPD writing fantasy short story based on character education reinforcement to seventh-grade.

**Table no 7:** Comparison of pretest, posttest, and N-Gain using LKPD

Places	Pretest Average	Posttest Average	N-Gain
Location 1	79,1	86,2	0,35
Location 2	82,8	89,3	0,39
Location 3	76,6	84,4	0,33
Average	79,5	86,7	0,36

Based on the comparison of the pretest-posttest and N-gain scores, a score of 0.36 was obtained in the medium category so that the product developed could be categorized as effective in learning.

#### IV. Conclusion

Based on the research results described in the discussion regarding the development of LKPD products in writing imagination story texts based on character education reinforcement for seventh-grade, it can be concluded as follows.

1. The material teaches developed of the LKPD type in the material for writing fantasy short story. The development of teaching materials is carried out based on the preliminary study that suggests supporting teaching materials in LKPD are needed in learning. The addition of the basis for character education reinforcement is intended to instill, familiarize, and equip students to become ready to face the demands of the development of science in the future. Based on the preliminary study results, data were collected in curriculum analysis, learning resources, and the types of teaching materials needed, followed by data collection to obtain the initial product design. The initial product was validated by material validators, media, and practitioners and then tested in small and large classes. The character values developed in the LKPD are religious, nationalist, independent, cooperative, and integrity values.
2. Feasibility LKPD of writing fantasy short stories based on character education reinforcement to seventh-grade meets the very decent criteria. These criteria based on the assessment material experts with a score of 90.5 in the very feasible criteria, the assessment media experts with a score of 94.25 in the very feasible criteria, and the assessment practitioners with a score of 84.5 in the very feasible category.
3. Test the effectiveness of products LKPD of writing fantasy short story based on character education reinforcement to seventh-grade shows the average yield of *N-gain* of 0.36 and medium category, so this product is declared effective use in learning.

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