

Development Student Worksheet (Lkpd) Write Review For Senior High School Basic Stronger Character Education

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Abstract:

Background: The problems in this study relate to the development of student worksheets (LKPD) for writing reviews. Furthermore, the purpose of this research is to produce a student worksheet product (LKPD) to write a review for class XI high school students and see the effectiveness of the resulting product.

Materials and Methods: The research method used is research and development (R&D) using the Dick and Carey design. Techniques for collecting data were observation, interviews, and questionnaires distributed to three schools in Bandar Lampung, including SMA Muhammadiyah 2 Bandar Lampung, SMA Al Azhar 3 Bandar Lampung, and MA Muhammadiyah 1 Sukarame Bandar Lampung in the 2020/2021 school year. The product that has been designed will be validated by relevant experts/experts and the assessment of practitioners (Indonesian language teachers), then tested on the high school students.

Results: The results showed that the development of teaching materials in the form of "Worksheet (LKPD) Writing Review Based on Character Education" was successfully developed with validation results from experts or mathematicians with an assessment percentage of 84,4, media experts 90,5, and expert practitioners 87,1. Then the results of the N-Gain scores in each school of (0,32), (0,34), and (0,33) are included in the "medium" category, indicating that the student worksheets for writing reviews with strengthening character education are effectively used. in learning.

Conclusion: student worksheets to write reviews can be used as learning materials by teachers for students in the process of learning Indonesian language review material.

Keywords: Student Worksheet, Review, Strengthening Character Education.

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I. Introduction

Teaching materials are needed to add insight and make it easier for students and teachers in carrying out the teaching and learning process in the classroom. Teaching materials can be in any form depending on the needs of students. The development of teaching materials as a form of teacher innovation in learning so that students can learn well through the exercises available in the teaching materials. The types of teaching materials include visual, audio-visual, audio, and interactive multimedia. In this case, the teaching materials that will be developed are in the form of Student Worksheets (LKPD) which are included in the visual type because students can study it repeatedly to practice their ability to master the material and practice problem-solving.

However, in reality, when learning in class, the use of worksheets (LKPD) is still not implemented in schools. This is based on the results of observations that have been carried out in three schools, it was found that only one school had used worksheets (LKPD) such as SMA Muhammadiyah 2 Bandar Lampung. The worksheets (LKPD) is not the result of the teacher's own making, it already contains material, and there are practice questions. However, the worksheet (LKPD) used only measures the cognitive level and does not contain steps to strengthen character education or character values that must be possessed by students. Then, two other schools have not used worksheets (LKPD) such as MA Muhammadiyah Sukarame and SMA Al Azhar 3 Bandar Lampung.

Worksheets (LKPD) as teaching material in addition to being a guide for students in learning must also be able to bring them to understand and build a strong character. This is stated in Presidential Regulation Number 87 of 2017 in Article 1 which is stated as follows.

"Strengthening Character Education, hereinafter abbreviated as PPK, is an educational movement under the responsibility of the education unit to strengthen the character of students through harmonization of

heart, taste, thought, and sports activities with the involvement and cooperation between education units, families, and communities as part of the National Movement for Mental Revolution (GNRM)."

Based on the Presidential Decree, Strengthening Character Education is the basis for the development of this LKPD. In addition, from the results of questionnaire data and interviews, students and teachers agree that LKPD based on Strengthening Character Education is developed.

Moreover, in this 21st century, the world of science and technology has no boundaries, both complement each other. This is related to the use of information and communication technology (Information and Communication Technology / ICT) in the world of education, which has resulted in the merging of the dimensions of "space and time" which has been the determining factor for the speed and success of human mastery of science and technology (Mukminan, 2014).

Through this explanation, the Indonesian government also does not turn a blind eye to developing a curriculum that is by following per under the needs of education in the 21st century, namely the revised 2013 curriculum with the support of Presidential Decree No. Article 1 paragraph 1 states that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills. himself, society, nation, and state".

However, the increasingly unstoppable flow of technology has had a significant influence on education as well as on changes in human behavior and thought patterns. The positive is if the change brings a good impact, but does not demand the possibility of having a bad impact. One of them is the internet network as a technology that is widely used by almost everyone around the world. All can be easily accessed via the web, google, youtube, Facebook, Twitter, Whatsapp, Instagram, line, Wattpad, and others. The internet network positively can help in finding important information, but the negative impact can reduce the ability of creativity, and moral degradation as stated by Mawari Lubis in Agung (2011) "The moral degradation symptoms are indicated by the increase of drugs abuse problems, free sex, crime, violent action, and various immoral behaviors". This moral degradation is the highlight in the 2013 curriculum in KI 1 and KI 2 regarding spiritual and social attitudes as a step in improving character developed through observation. This is very important for educators to strengthen character education as a national education goal.

Furthermore, research conducted by Wardono (2014), learning using realistic innovative learning tools with character education and PISA assessment that has been developed is categorized as valid, practical, and effective, for problem-solving literacy for junior high school students and shows the quality of learning is categorized as good and character improvement better. As for other research conducted by Wuryani Roemintoyo, and Sri Yamtinah (2018). In his research on the development of the thematic textbooks based on character education which was developed showed effective results with the results of the pretest and posttest t-tests being 105, 222. Then the research conducted by Derlina, Sabani, Satria, (2015), with the development of character education based on general learning models physics with the following results.

"The effectiveness of the learning model is shown from the improvement of students' cognitive learning outcomes and character. Cognitive learning outcomes increased for three meetings and the character of students during learning began to be seen. Based on the results of the study, it was concluded that the CEBGP Learning Model and its supporting tools had met the criteria of being valid, practical and effective."

Based on the results shown from the several studies above, it can be concluded that the content of character education seems to have an effect on the teaching and learning process, both juxtaposed with several learning models and learning methods with different materials in the research they have done.

The development of worksheets (LKPD) based on Strengthening Indonesian Character Education (PPK) is focused on reviewing writing material because this material can help students to grow student literacy interests as in 21st-century learning. Writing review texts is part of the skill in assessing work as evaluation material for the creator of the work. In line with what Gerot and Wignell in Duran-Boutista (2021) said about the review text that, a review is "a text that serves to weigh, assess, and submit a criticism of the work or events". As Areni and Frimadhona (2015) said, "In writing book reviews, they have to be able to develop skills of interpreting, analyzing, reasoning, and evaluating critically." This is where a book review must be judged fairly, this is as stated by Woodbury in Guetterman (2016) that "Reviewers accept the heavy responsibility to their colleagues to represent a book fully and fairly, balancing the author's aims against the results". Thus, it can be concluded that the review text is a form of review regarding the value contained in the work or book by providing the weaknesses and strengths of the reviewed book as a counterweight.

The development of Student Worksheets (LKPD) for writing reviews based on strengthening character education is based on research that has been conducted by other researchers based on character education, in addition, worksheets (LKPD) writing review texts has not been observed in several schools. Moreover, during the Covid-19 pandemic, learning cannot be done directly, so this worksheets (LKPD) is expected to be a guide for students to learn as well as teaching materials for teachers by utilizing applications such as Google

Classroom, Google Forms, WhatsApp, and others to deliver materials and assignments. The development of this worksheets (LKPD) is also based on the applicable curriculum with the paired Basic Competencies (KD) as follows.

3.16 Comparing the contents of various reviews to find a systematic review.

4.16 Compile a review by paying attention to the results of the comparison of several review texts.

Based on the explanation above, it can be concluded that the Development of LKPD Writing Review Texts for Class XI High School Students based on Strengthening Character Education needs to be made to find out how to develop worksheets (LKPD) writing reviews based on strengthening character education, product feasibility in learning, and the effectiveness of the product for class XI SMA students.

II. Material and Methods

The research method used is descriptive with data analysis techniques in the form of quantitative descriptive analysis and qualitative descriptive analysis. Data collection techniques were carried out by observing, interviewing teachers, and filling out questionnaires by teachers and students. The test subjects in this study were material experts, media experts, practitioners, Indonesian language teachers, and students from SMA Muhammadiyah 2 Bandar Lampung, SMA Al Azhar 3 Bandar Lampung, and MA Muhammadiyah Sukarame Bandar Lampung. Qualitative data in the form of criticism and suggestions for improvement contained in the questionnaire are used as a reference for revising the product, while quantitative descriptive data analysis techniques are used to determine the feasibility and effectiveness of the product.

Analysis of data from the results of the test questionnaire of experts, peers, and students was obtained through an assessment instrument with a scale of five. Furthermore, these results are described and used as the basis for assessing the quality of worksheets (LKPD) products in learning. The formula used to calculate the percentage of each subject is as follows.

$$\text{Percentage} = \frac{\sum x}{SMI} \times 100\%$$

Keterangan:

$\sum x$ = Total score

SMI = Ideal maximum score

To give meaning and make decisions, the provisions of (Tegeh et al, 2014) are used as follows

Table 1 Conversion of Achievement Rate by Percentage

Achievement Level	Qualification	Description
90%-100%	Very good	No need to revise
75%-89%	Good	Revised as necessary
65%-74%	Enough	Quite a lot Revised
55%-64%	Not good	Revised a lot
0-54%	Vey less	Revised

This research is a research development or Research and Development (R&D) with the Dick and Carey model with nine stages, namely analyzing the need to identify goals (instructional goals), analyzing learning, analyzing students, writing performance goals, developing assessment instruments, developing learning strategies, develop and select learning materials, design and carry out formative evaluations, revise learning.

III. Results and Discussion

The results of the research and discussion contain preliminary research, the development process, product evaluation by experts, product trials, product effectiveness tests.

1) Preliminary Research

The results obtained from preliminary research are in the form of students' needs for interesting teaching materials and can be used properly. This research was conducted in three schools and has used the revised 2013 Curriculum. This potential can be seen from the results of observations, interviews, and questionnaires which show that in the process of learning Indonesian, especially review texts, as well as its relation to the character of students, it is still not optimal, both in understanding the material or in responding to the instructions given by the teacher, especially during the COVID-19 pandemic. this. The implementation of learning is carried out online using online media such as Google forms, videos, google classroom, drive, and youtube. Therefore, LKPD wrote a review on the potential to be developed.

2) Development Process

The product development process is, (1) Determining the review text material with KD (3.16 Comparing the contents of various review texts to find the systematics of a reviewer, and 4.16 Compiling a review by paying attention to the results of the comparison of several review texts. (2) Designing a product design, (3) analyzing learning resources, (4) designing the initial LKPD product based on Strengthening Character Education.

3) Product Evaluation

The finished product is then evaluated so that the product that arrives at the student is in good condition. Product evaluation is carried out by material experts, media experts, and practitioners. The following are the results of expert evaluations.

Tabel 2 Expert Evaluation Results

No	Expert	Percentage	Category
1	Material Expert	84,4 %	So with it
2	Media Expert	90,5%	So with it
3	Practitioner Expert	87,1%	So with it

Based on the assessments of evaluation experts, linguists, media experts, and expert practitioners, it can be concluded that the LKPD product writing a review text based on Strengthening Character Education that was developed is included in the category of very feasible to be tested in schools.

4) Product Trial

Product trials were carried out in two ways, the first was a limited-scale trial, and the second was a broad-scale trial. A limited-scale trial was conducted in one school with a total of 10 students at MA Muhammadiyah Sukarame. The following data shows the results of a limited-scale trial and a broad-scale product trial.

a) A limited-scale trial

Table 3 A limited-scale trial in MA Muhammadiyah Sukarame

Research Subject	Attractiveness		Content		Language		Usefulness		Worthiness	
	Total	Score	Total	Score	Total	Score	Total	Score	Total	Score
1	28	93,33	23	92	9	90	13	86,66	73	90,47
2	27	90	20	80	8	80	14	93,33	69	85,82
3	28	93,3	23	92	8	80	13	86,6	72	87,99
4	26	86,6	22	88	10	100	14	93,33	72	91,98
5	27	90	20	80	8	80	11	73,33	66	80,83
6	23	76,6	20	80	9	90	12	80	64	81,65
7	26	86,6	21	84	8	80	12	80	67	82,65
8	17	56,6	20	80	5	50	11	73,33	53	64,97
9	18	60	19	76	10	100	13	86,6	60	80,65
10	21	70	20	80	9	90	13	86,66	63	81,65
Rata-rata	24,1	80,3	20,8	83,2	9,4	84	12,6	83,06	65,9	82,866

Based on the results of the calculations above, the data related to the attractiveness of the *worksheets (LKPD)* obtained an average value of 80.3, the content aspect of the *worksheets (LKPD)* with an average value of 83.2, the linguistic aspect of the *worksheets (LKPD)* with an average value of 84 and the usefulness of using the *worksheets (LKPD)* with an average value of 84. an average of 83.06. As for the whole, when viewed from the attractiveness of the *worksheets (LKPD)*, the ease of use of the LKPD, and the usefulness of the learning *worksheets (LKPD)*, an average score of 65.9 was obtained with a feasibility value of 82.866. Thus, it can be concluded that the trial of using a wide-scale *worksheets (LKPD)* in MA Muhammadiyah Sukarame is overall good or feasible to use in learning.

b) Wide-scale Product Trial

Table 4 Wide-scale Product Trial in Three Senior High School

Research Subject	Respon- dent	Rata-rata									
		Attractive-ness		Content		Language		Usefulness		Worthin-ess	
		Total	Score	Total	Score	Total	Score	Total	Score	Total	Score
SMA Muhammadiyah 2 Bandar Lampung	35	25,23	84,092	21,086	84,286	8,63	86,286	13	86,66	67,91	85,35

SMA Al Azhar Bandar Lampung	23	25,217	84,05	21,17	84,69	8,17	81,73	12,69	84,63	67,26	83,78
MA Muhammadiyah Sukarame	16	23,75	73,87	20,875	83,5	7,875	78,75	12,375	82,05	64,81	80,62

Based on the results of the average product trial at SMA Muhammadiyah 2 Bandar Lampung, the data related to the attractiveness of the *worksheets (LKPD)* obtained an average value of 84,092, the content aspect of the *worksheets (LKPD)* with an average value of 84,286, the linguistic aspect of the *worksheets (LKPD)* with an average value of 86,286 and usefulness the use of *worksheets (LKPD)* with an average value of 86.66. As for the whole, when viewed from the attractiveness of the *worksheets (LKPD)*, the ease of use of the LKPD, and the usefulness of the learning *worksheets (LKPD)*, an average score of 67.91 was obtained with a feasibility value of 85.35. Furthermore, the average wide-scale trial at SMA Al Azhar 3 Bandar Lampung obtained data related to the attractiveness of the *worksheets (LKPD)* obtained an average value of 84.05, the content aspect of the *worksheets (LKPD)* with an average value of 84.69, the linguistic aspect of the *worksheets (LKPD)* with an average value the average is 81.69 and the benefits of using *worksheets (LKPD)* with an average value of 84.63. As for the whole, when viewed from the attractiveness of the *worksheets (LKPD)*, the ease of use of the *worksheets (LKPD)*, and the usefulness of the learning *worksheets (LKPD)*, an average score of 67.26 was obtained with a feasibility value of 83.78. Then, the results of a wide-scale trial at MA Muhammadiyah Sukarame obtained data related to the attractiveness of *worksheets (LKPD)* obtained an average value of 73.87, the content aspect of the *worksheets (LKPD)* with an average value of 83.5, linguistic aspects of *worksheets (LKPD)* with an average value of 78.75 and usefulness the use of *worksheets (LKPD)* with an average value of 82.05. As for the whole, when viewed from the attractiveness of the *worksheets (LKPD)*, the ease of use of the *worksheets (LKPD)*, and the usefulness of the learning *worksheets (LKPD)*, an average score of 64.81 was obtained with a feasibility value of 80.62. Thus, it can be concluded that the trial of the use of a wide-scale *worksheets (LKPD)* in three schools as a whole is good or feasible for use in learning.

5) Effectivity Product

Test the effectiveness of the product using the N-Gain formula as follows.

$$N\text{-Gain} = \frac{\text{score posttest} - \text{score preliminary ability test}}{\text{score maximum} - \text{score preliminary ability test}}$$

Table 6 N-Gain Index Criteria

Score	Category
$(g) \geq 0,70$	High / Wothy/ effective
$0,30 \leq (g) < 0,70$	Currently/ Enough/ quite effective
$(g) < 0,30$	Low/ not enough/ not effective

(Tegeh et.all, 2014)

Through the N-Gain criterion index, the results of product effectiveness in each school based on the results of the pretest and posttest can be seen in the table below.

Table 7 Result of Effectivity Product

No	Name School	The Number of students	KKM	Average Pretest and Posttest Score		N-Gain
				Pretest	Posttest	
1	MA Muhammadiyah Sukarame	16	75	73,375	82,5	0,323042
2	SMA Al Azhar 3 Bandar Lampung	23	75	75	83,69565	0,344824
3	SMA Muhammadiyah 2 Bandar Lampung	23	75	75	83,69565	0,344824
Rata-rata			74,458	74,458	83,2971	0,337563

Based on the data above, it is known that the average score of each school studied does have a significant change between the results of the students' pretest and posttest students who have differences. The average pretest result of SMA Muhammadiyah Sukarame was 73,375 and the average posttest result was 82.5. Furthermore, the average pre-test from SMA Al Azhar 3 Bandar Lampung is 75 while the average post-test result is 83.69565. Then from SMA Muhammadiyah 2 Bandar Lampung the average pretest obtained was 75 while the average posttest result was 83.69565. Thus it can be said that the *worksheets (LKPD)* made by the researcher is effective to be used as teaching material in learning to write review texts for class XI high school students.

IV. Conclusion

Based on the results and discussion obtained, it can be concluded as follows.

1. This development goes through several stages in the form of preliminary research, by looking at the potential problems that exist, the learning objectives of learning resources, and the determination of teaching materials.
2. The results of the feasibility test were obtained through material experts, media experts, practitioners, Indonesian language teachers, and students by providing questionnaires as a basis for assessment.
3. The results of the N-gain test of an *worksheets (LKPD)* writing a review text based on strengthening character education by giving a pretest and posttest for each school showed effective results.

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