

Development of Genre-Based Student Worksheet for Vocational School Students

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Development of Genre-Based Student Worksheet for Vocational School Students

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Abstract

Student worksheet development is an activity to improve the quality of the ongoing learning process. The low interest in reading and the value of students at SMK Negeri 2 Metro in the text of the article encourages them to pay attention to the inhibiting factors and try to find alternative teaching materials (Lembar Kerja Peserta Didik) that are interesting and provide creative innovation in learning. The purpose of this study was to develop worksheets to help students build knowledge concepts independently related to the process/genre-based agronomy articles. This research used the Research and Development (R&D) method. The development research procedure refers to the theory of Borg & Gall, the steps in this study include 1) preliminary study, 2) data collection, 3) design development/preliminary product draft (product design), 4) design validation by experts, 5) revision product from initial field trials, 6) product trials, 7) product revision/operations. Feasibility value of large-scale trials The presentation feasibility aspect of the two classes obtained an average score of 92.4, the linguistic aspect obtained an average score of 94.23 and graphical aspects get an average score of 94 so that the overall average score becomes 93.5. so that in the final results, the LKPD product "Article Text of Process Genre-Based Agronomy for Class XII Vocational School Students" was declared very feasible to use and ready to be tested for effectiveness in learning.

Keywords: Student Worksheet; Vocational Education; Genre-Based Process

Introduction

Student worksheet development is one of the activities to improve or improve the quality of the ongoing learning process. In line with this, the 2013 curriculum also requires teachers to be more creative in their implementation. This is confirmed in Permendiknas number 16 of 2007 concerning Academic Qualification and Competency Standards which states that teachers as professional educators are required to have the ability to develop teaching materials or materials in accordance with existing mechanisms by taking into account the social environment of students. Relevant to the opinion above, the development of teaching materials must pay attention to the principles of curriculum development (Syahputra, 2016: 1).

This is also in line with the 2013 curriculum document which stipulates that the 2013 curriculum must be responsive to developments in science, culture, technology and the arts. The current curriculum is the 2013 curriculum which aims to improve the previous curriculum. Education in Indonesia is reforming the curriculum, of course the Indonesian language learning tone adapts to the entrusted learning concepts

offered in each curriculum. In the 2013 curriculum, language learning uses text as a learning tool. Texts in Indonesian learning are actually not new, but have become an integral part of language learning. (Abidin, 2014: 87).

The results of a preliminary study with several educators at SMK Negeri 2 Metro prove that the learning of article texts still experiences various obstacles. One of the obstacles in the process of learning article texts is that they still use light themes that are far from the school environment or majors in areas of expertise. Obstacles to the inaccuracy of examples of text articles in teaching materials is one of the reasons for researchers to develop student worksheet in agronomy based on process genres for class XII students of SMK.

In addition, the constraints on low interest in reading and low scores of students at SMK Negeri 2 Metro on article text material encourage attention to inhibiting factors and seek alternative teaching materials that are attractive and provide creative innovation in the learning process. This is supported by empirical facts obtained from the results of preliminary studies related to the limitations of article text material that have not varied in the teaching materials used at SMK Negeri 2 Metro.

Answering these problems, researchers feel the need to develop student worksheet article texts that are packaged in an interesting way by using the boundaries of the agronomy vocational field. Relevant to this, the student worksheet used should be adapted to the environmental conditions of the students, one of which is by focusing on the text of articles in the field of agronomy and adding a process genre approach. (Purwanto, 2001: 11)

Based on the explanation described above, the researcher wants to develop LKPD (student worksheets) to help students build the concept of knowledge independently related to process genre-based agronomy article texts. Therefore, researchers conducted research with the title "Development of student worksheet Article Texts in the Field of Agronomy Process Genre Based for Class XII Students of Vocational Schools."

Research Methods

This research uses the Research and Development (R&D) or research and development method. In this research and development, it produces a product or perfects an existing product. The research and development (R&D) method was chosen because this R&D method is appropriate for producing products in the form of developing LKPD (student worksheets) text articles in the agronomy field based on process genres for students in class XII SMK.

The development research procedure refers to the Borg & Gall theory. The procedure in the Borg & Gall research consists of ten steps (stages). Research and development of LKPD on agronomy text material based on process genres adopts only seven steps. The steps in the development research include 1) potential problems (preliminary study), 2) data collection, 3) design development preliminary product draft (product design), 4) design validation by experts/experts, 5) product revision results of initial field trials, 6) main field testing (product trials), 7) operational product revision (product improvement of field test results).

Result and Discussion

Research Result

Preliminary Study in the form of Potential Problems

The preliminary study stage was carried out at SMK Negeri 2 Metro by distributing questionnaires to teachers and students. The questionnaire provided contains questions related to the availability of teaching materials, the suitability of teaching materials with learning objectives and achievements, the presentation of existing teaching materials, and the need for enrichment of teaching materials.

One of the problems in carrying out learning activities related to the availability of teaching materials is the lack of teaching materials that discuss specific material with practical guidelines. The percentage LKPD needs at SMK Negeri 2 Metro according to the questionnaire that has been distributed can be observed in the following table

Table 1.1 Percentage of Preliminary Study Questionnaire Results

Respondents	Percentage		Requirement
	Yes	No	
1 Indonesian teacher	1	0	100%
10 Students	8	2	80%
Total	9	2	90%

Based on the results of observations and interviews with teaching materials, it shows that the use of teaching materials is still not optimal, the teaching materials used are not contextual with the majors of vocational students, so that it does not provide opportunities for students to find concepts from a material independently. The following table shows the results of interviews with teachers and students

Table 1.2 Results of Interviews with Teachers about the Needs of Learning LKPD

No	Aspect	Question	Answer
1.	Availability of teaching materials	Do you use teaching materials/LKPD as a student guide in learning activities on article text material?	Yes
		If so, was the LKPD your own design?	No.
		If not, what are the study guides for article text materials that you usually use?	Buku yang disediakan di sekolah.
2.	Compatibility with basic competencies	Is the student learning activity guide used in accordance with the KI and KD of learning the material of the text of the article?	Yes.
3.	Presentation	Do the LKPDs/teaching materials used make it easier for you to achieve the goals of studying the text of the article?	Yes.

		Did you experience any problems while providing material for the text of the article using existing guidelines or teaching materials?	there is.
		If so, what are the obstacles that underlie the difficulties of teaching text articles to students?	There are limitations to the examples of article texts used that do not link the vocational fields of each student and there are no teaching materials that can practically encourage students to develop their potential in writing article texts.
4.	Material enrichment	Does the student learning activity guide used provide material enrichment?	Yes.
		If so, what kind of enrichment is presented in the text of the article using the existing guidelines?	Not yet relevant.
		If not, what kind of enrichment is expected in learning the text of the article?	Enrichment in accordance with the student's vocational field.
5.	Need	Do you need an activity guide in the form of an article text learning worksheet to add references and also help teach students to understand and be able to write article texts using a process genre approach to achieve learning objectives?	Need and need references, because of the difficulty of finding references, only existing guidebooks are used every year. So, it needs renewal of teaching materials.

Tabel 1.3 Results of Interviews with Students about the Needs of Learning LKPD

No	Question	Question	Answer
1.	Availability of teaching materials	Do students use LKPD as a guide for learning activities in article text material?	Yes, using books to study text articles.
		If not, what are the commonly used article text learning guides?	-
2.	Conformity with learning objectives	Is the learning activity guide in accordance with the learning objectives of the article text material?	Yes, accordingly.
		If not appropriate, what are the deficiencies in the activity guide that still need to be corrected or supplemented?	Lots of examples and explanations related to the material.
3.	Presentation	Do the teaching materials used make it easy for students?	It makes it easy, but there are still a few practical and interesting book references
		Does the manual used provide guidance on the material being taught in relation to the text of the article?	Yes.
		Do students experience problems understanding the text of the article?	Yes.
		If so, what obstacles underlie students' difficulties in understanding the text of the article?	Constraints related to the limitations of sample text articles with areas of expertise in Vocational High Schools and the appearance of teaching materials that are less attractive.
		Do students need an activity guide in the form of teaching materials help them learn the text of the article by using the process genre approach in writing articles?	Need, to add references and understanding in learning and can help students in writing articles.

Based on the description above, it shows that teaching materials in the form of LKPD are needed for learning article texts precisely at Basic Competency 3.1 valuating information, both facts and opinions and Basic Competency 4.10 compiling opinions in the form of articles. Therefore, the development of process genre-based article text LKPD is necessary. followed up to support competency achievement, add references and improve student learning outcomes in learning Indonesian, especially article text material in class XII SMK.

Data Collection

At the stage of data collection and the process of developing LKPD text articles in the field of agronomy genre-based processes are very much needed in learning article texts in class XII SMK. LKPD is used as teaching materials that support and assist in learning process at school. The material in the LKPD contains the meaning of the text of the article, the structure of the text of the article, elements of the text of the article, facts and opinions, linguistic elements, examples of article texts in the field of agronomy and the steps for writing an article using the process genre approach. The use of the process genre approach in LKPD is one of the efforts to encourage students to write text articles.

Based on the LKPD development guidelines, the Ministry of National Education (2008: 29) concept analysis to obtain LKPD according to competencies carried out through an analysis of KI and KD, analysis of learning resources, determining the type of teaching materials and the title of teaching materials. The following are the results obtained from data collection to develop LKPD text articles in the field of process genre-based agronomy for class XII students of SMK.

a. Analysis of Core Competencies and Basic Competencies The Core Competencies used are KI 3 and KI 4. One of the Basic Competencies 3.10 evaluates information, both facts and opinions and Basic Competence 4.10 compiles opinions in the form of articles. Based on these basic competencies, the following indicators are obtained

Table 1.4 Basic Competency Achievement Indicators

No	Basic competencies	Basic Competency Achievement Indicators
1.	3.10 evaluate information, both facts and opinions.	1. Identify problems, facts, structural opinions, and linguistic elements of the article text 2. Analyze the facts, opinions, structures and linguistic elements of the article text
2.	4.10 compiling opinions in the form of articles.	Write opinion articles using a genre process approach

b. Product Relevant Material Analysis

This stage aims to formulate material that will be discussed in the developed LKPD. Relevant material is presented in the developed product including, the nature of the article text, structure, elements, language rules, facts and opinions, as well as the steps for writing using a process genre approach.

c. Reference analysis used

At this stage the research was carried out by collecting literature and various references related to the development of LKPD material for agronomy text articles based on process genres with reference to the basic competencies that had been determined. The following materials were collected and selected based on the development needs of the LKPD as follows.

Tabel 1.5 Literature Review in Data Collection

NO	Category	Literature
1.	LKPD Preparation Substance	Prastowo, Andi. 2012. <i>Panduan Kreatif Membuat Bahan Ajar Inovatif</i> . Yogyakarta: Diva Press.
2.	Material substance	Kosasih, Engkos. 2016. <i>Cerdas Berbahasa dan Bersastra Indonesia untuk SMA/MA/SMK Kelas XII</i> . Jakarta: Erlangga.
		Kosasih, Engkos., dkk. 2019. <i>Jenis Teks dan Strategi Pembelajarannya di SMA/MA/SMK</i> . Bandung: Yra, Widya.
		Mahsun. 2014. <i>Penerapan Pendekatan Berbasis Genre untuk Meningkatkan Keterampilan Menulis Pantun Siswa Kelas VII SMP Negeri Wonosari, Gunung Kidul</i> . Yogyakarta: UNY.
		Syahmi, Kastam. 2012. <i>Model Perangkat Pembelajaran Menulis Berbasis Pendekatan Proses Genre bagi Siswa SMP</i> . Yogyakarta: Litera UNY.
3.	Examples article text	Rai, I Nyoman. 2018. <i>Dasar-dasar Agronomi</i> . Denpasar: Palawa Sari.
4.	Supporting Images and Illustrations	Perwajahan bahan ajar (LKPD) berupa tata letak maupun ilustrasi dibuat secara mandiri oleh peneliti, kecuali gambar/foto didapatkan dari situs resmi dan data lapangan di sekolah.

LKPD Design

The LKPD product development stage is carried out by following the physical structure design which consists of (1) cover page, (2) LKPD identity (3) preface, (4) instructions for using LKPD (5) systematic LKPD KI, KD, Achievement Indicators Competency (GPA) and learning objectives (4) table of contents, (5) , (6) learning I initial concept (deepening of the article text material, individual assignments, group assignments, assessment), (7) learning II (deepening of material related to the steps steps to write articles using the process genre approach, individual assignments, group assignments, assessments), (8) summary, (9) evaluation, (10) bibliography. LKPD was developed using B5 paper size (18.2 cm x 25.7 cm) to make it easier for the reader to hold in hand when reading LKPD text articles in the field of agronomy based on process genres. The addition of the process genre approach in LKPD is expected to motivate student learning to study the text of the article so that students are able to develop the competencies they have mastered.

Small Scale and Large Scale Trials

Small-scale trials are intended to find out product weaknesses as a basis for the next product revision. The small-scale trial was carried out involving class XII students majoring in Horticultural Food Crop agribusiness (ATPH) SMK Negeri 2 Metro. The results of the small-scale trial that had been carried out can be seen in the following table.

Tabel 1.6 Small Scale Trial Results

Research subject	results					
	Aspect A		Aspect B		Aspect C	
	Score	Criteria	Score	Criteria	Score	Criteria
Subject 1	93,1	Very Decent	87,5	Very Decent	93,7	Very Decent
subject 2	100	Very Decent	100	Very Decent	100	Very Decent
Subject 3	95,4	Very Decent	87,5	Very Decent	100	Very Decent
Subject 4	79,5	Worthy	75	Worthy	93,7	Very Decent
Subject 5	97,7	Very Decent	87,5	Very Decent	100	Very Decent
Subject 6	90,9	Very Decent	100	Very Decent	93,7	Very Decent
Subject 7	97,7	Very Decent	87,5	Very Decent	100	Very Decent
Subject 8	83,3	Very Decent	87,5	Very Decent	93,7	Very Decent
Subject 9	100	Very Decent	100	Very Decent	100	Very Decent
Subject 10	95,3	Very Decent	100	Very Decent	100	Very Decent
Average	93,3	Very Decent	81,2	Very Decent	97,4	Very Decent

Based on the results of small-scale trials that have been carried out, it is known that the average score is aspect A (presentation eligibility) of 93.3% with the criteria of "very feasible", aspect B (language appropriateness) of 81.2% with the criteria of "very appropriate". feasible" and aspect C (graphical feasibility) of 97.4% with the criteria of "very feasible". Overall, based on all aspects, an average value of 90.6% is obtained with the "very feasible" criteria. Even though it got a very decent score, there are still notes of improvement that must be made.

After testing the product on a small scale, improvements were made based on the notes. The next stage was a large-scale LKPD trial conducted on 55 students, consisting of XII ATPH 1 and XII ATPH 2 classes. The large-scale trial was carried out by distributing LKPD questionnaires to students who were used as research subjects. After that students could read the article text material. contained in the LKPD before trying to fill out the questionnaire. Giving the questionnaire to see the feasibility of LKPD based on students' opinions and views of students as users and LKPD is ready to be tested for effectiveness. The results of the large-scale trials that have been carried out can be observed in the following table.

Table 1.7 Large Scale Trials
(XII ATPH 1 and XII ATPH 2)

Research subject	Results					
	Serving Aspect		Linguistic Aspect		Graphic Aspects	
	Score	Criteria	Score	Criteria	Score	Criteria
Subject 1	97,7	Very Decent	100	Very Decent	100	Very Decent
Subject 2	79,5	Worthy	87,5	Very Decent	87,5	Very Decent
Subject 3	100	Very Decent	100	Very Decent	100	Very Decent
Subject 4	90,9	Very Decent	87,5	Very Decent	87,5	Very Decent
Subject 5	100	Very Decent	100	Very Decent	100	Very Decent
Subject 6	95,4	Very Decent	75	Worthy	81,2	Very Decent
Subject 7	100	Very Decent	100	Very Decent	100	Very Decent
Subject 8	75	Worthy	75	Worthy	75	Layak
Subject 9	97,7	Very Decent	100	Very Decent	93,7	Very Decent
Subject 10	79,5	Worthy	75	Worthy	75	Worthy
Subject 11	95,4	Very Decent	87,5	Very Decent	93,7	Very Decent
Subject 12	100	Very Decent	100	Very Decent	100	Very Decent
Subject 13	97,7	Very Decent	100	Very Decent	100	Very Decent
Subject 14	95,4	Very Decent	85,5	Very Decent	93,7	Very Decent
Subject 15	100	Very Decent	100	Very Decent	100	Very Decent
Subject 16	75	Worthy	100	Very Decent	87,5	Very Decent
Subject 17	97,7	Very Decent	100	Very Decent	100	Very Decent
Subject 18	93,2	Very Decent	87,5	Very Decent	75	Worthy
Subject 19	100	Very Decent	87,5	Very Decent	100	Very Decent
Subject 20	88,6	Very Decent	100	Very Decent	100	Very Decent
Subject 21	90	Very Decent	87,5	Very Decent	87,5	Very Decent
Subject 22	90	Very Decent	100	Very Decent	100	Very Decent
Subject 23	100	Very Decent	100	Very Decent	100	Very Decent
Subject 24	79,5	Worthy	87,5	Very Decent	87,5	Very Decent
Subject 25	85	Very Decent	100	Very Decent	100	Very Decent
Subject 26	93,1	Very Decent	87,5	Very Decent	87,5	Very Decent
Subject 27	95,4	Very Decent	100	Very Decent	100	Very Decent
Subject 28	97,7	Very Decent	75	Worthy	81,2	Very Decent
Subject 29	79,5	Worthy	100	Very Decent	100	Very Decent
Subject 30	100	Very Decent	75	Worthy	75	Worthy
Subject 31	72,7	Worthy	100	Very Decent	93,7	Very Decent
Subject 32	100	Very Decent	75	Worthy	75	Worthy
Subject 33	93,1	Very Decent	87,5	Very Decent	93,7	Very Decent
Subject 34	70,4	Worthy	100	Very Decent	100	Very Decent
Subject 35	100	Very Decent	100	Very Decent	87,5	Very Decent
Subject 36	75	Worthy	85,5	Very Decent	93,7	Very Decent
Subject 37	97,7	Very Decent	100	Very Decent	100	Very Decent

Subject 38	79,5	Worthy	100	Very Decent	87,5	Very Decent
Subject 39	100	Very Decent	100	Very Decent	100	Very Decent
Subject 40	97,7	Very Decent	87,5	Very Decent	75	Worthy
Subject 41	79,5	Worthy	87,5	Very Decent	100	Very Decent
Subject 42	100	Very Decent	100	Very Decent	87,5	Very Decent
Subject 43	100	Very Decent	100	Very Decent	100	Very Decent
Subject 44	75	Worthy	87,5	Very Decent	87,5	Very Decent
Subject 45	77,3	Worthy	100	Very Decent	100	Very Decent
Subject 46	100	Very Decent	87,5	Very Decent	87,5	Very Decent
Subject 47	75	Worthy	100	Very Decent	93,7	Very Decent
Subject 48	100	Very Decent	75	Worthy	81,2	Very Decent
Subject 49	75	Worthy	100	Very Decent	100	Very Decent
Subject 50	97,7	Very Decent	75	Worthy	75	Worthy
Subject 51	72,7	Worthy	100	Very Decent	93,7	Very Decent
Subject 52	90	Very Decent	75	Worthy	75	Worthy
Subject 53	90	Very Decent	87,5	Very Decent	93,7	Very Decent
Subject 54	90,9	Very Decent	100	Very Decent	100	Very Decent
Subject 55	100	Very Decent	100	Very Decent	87,5	Very Decent
Average	92,4	Very Decent	94,23	Very Decent	94	Very Decent

The overall average aspect gets a score of 93.5 with the "Very Eligible" category

In accordance with the data listed in table 1.7 the results of filling out the questionnaire are based on the views and opinions of students as users in class XII ATPH 1 and XII ATPH 2, totaling 55 students showing the average value for each aspect, namely the usability aspect of the presentation to get the participant's score 92.4 with the "very feasible" criteria, the linguistic feasibility aspect gets a percentage score of 94.23 with the "very feasible" criteria, and the graphic feasibility aspect gets a percentage score of 94 with the "very feasible" criteria. The results of the average score for all aspects (aspects of presentation eligibility, language eligibility, and presentation eligibility) of students as LKPD users meet the criteria of "very feasible" with a percentage of 93.5.

Discussion

Development of Process Genre-Based Agronomy Article Text LKPD for Class XII Vocational School Students

Development of process genre-based agronomy article text LKPD for class XII SMK students to support learning on Basic Competency 3.10 evaluating information, both facts and opinions and Basic Competency 4.10 compiling opinions in the form of articles.

KI-KD analysis is carried out to determine the competencies that will be developed into LKPD. Analysis of learning resources was carried out on willingness, suitability, and ease of use. The types and forms of LKPD were adjusted to the previous curriculum and learning resources. The results of the

analysis carried out on KI and KD were in accordance with the applicable 2013 Curriculum. Based on these regulations, the following indicators are obtained.

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Tabel 1.8 KI, KD, and Competency Achievement Indicators

No	Core Competency	Basic competencies	Basic Competency Achievement Indicators
1.	KI 3 understand, apply and analyze factual, conceptual, procedural and metacognitive knowledge based on curiosity about science, technology, art, culture and humanities with insights into humanity, nationality, statehood and civilization related to the causes of phenomena and events, as well as applying procedural knowledge to specific field of study according to their talents and interests to solve problems.	KD 3.10 evaluate information, both facts and opinions in an article read	1. Identify problems, facts, structural opinions, and linguistic elements of the text 2. Analyze the facts, opinions, structures and linguistic elements of the article text
2.	KI 4 processing, reasoning, and presenting in the realm of concrete and abstract realms related to the development of what one learns at school independently, acts effectively and creatively, and is able to use methods according to scientific rules.	KD 4.10 compile opinions in the form of articles	Write opinion articles using the process genre approach

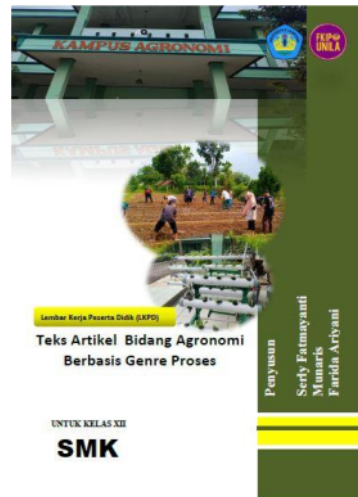
The research was conducted by collecting needs analysis data through a questionnaire aimed at Indonesian language teachers at SMK Negeri 2 Metro and class XII students at SMK Negeri 2 Metro. Based on the interview, it was obtained the supporting and inhibiting factors of the learning process to determine appropriate and relevant teaching materials so as to achieve the desired learning objectives. The obstacle to the learning process is the lack of student interest in learning texts, especially learning text articles. In addition, some students expect that the teaching materials used can be studied at home with attractive teaching material designs.

The type of teaching material developed in this study is the LKPD article text. This is adapted to the needs of students to be able to understand the material of the text of the article with an interesting explanation and presentation of the LKPD. The addition of the process genre approach in the steps of writing article texts in LKPD can increase students' knowledge and make it easier to find and develop ideas in writing article texts. The next stage of development is to make a map of needs and learning materials, collect materials, and package them into the initial product LKPD text articles in the field of process genre-based ergonomics for class XII students of SMK.

LKPD Product Design (Development of Initial Product Design/Draft)

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LKPD is designed in such a way as to make it easier for students to understand the text material in the agronomy field based on process genres. The preparation of LKPD in terms of material and systematic writing is inseparable from the curriculum used with the aim that the resulting product cannot be separated from the guidelines. The physical description of the process genre-based agronomy article text LKPD for class XII students of the SMK that was developed was printed using B5 sized paper (18.2 cm x 25.7 cm) 80 grams. The choice of paper size aims to make it easier for the reader to hold the book

while re:34)g, practical and easy for students to carry. In developing this LKPD, the structure of the LKPD is arranged in the following order.



1. Cover Page

The cover page contains the title of the LKPD, namely "Article Text of Proses Genre-Based Agronomy for Class XII Students of Vocational High Schools". Cover

Halaman sampul berisi judul LKPD, yaitu "Teks Artikel Bidang Agronomi Berbasis Genre Proses untuk Peserta Didik kelas XII SMK". Sampul



Figure 1.9 LKPD Cover Page Article Text

Contains identity information as follows: (1) identity of Indonesian language learning materials, (2) LKPD drafting team consisting of researchers and book reviewers/lecturers who direct researchers in

the process of preparing LKPD, (3) teaching material development institutions, namely, the University of Lampung logo and the Unila Teaching and Education Faculty logo on the top right of the cover and (4) the synopsis or LKPD summary located on the back cover serves to assist users in understanding at a glance what is discussed in the teaching materials.

2. The Beginning

The initial part of the LKPD consists of the following pages: (1) inside cover page which contains information similar to the outer cover using thinner paper printing material; (2) LKPD identity; (3) introductory page, containing a brief presentation explaining what is discussed in the LKPD from each of the existing chapters; (4) table of contents; (5) introduction; (6) instructions for using LKPD; (7) systematic LKPD KI, KD, Competency Achievement Indicators (GPA) and learning objectives; and (8) concept maps, containing learning paths that readers can follow in using worksheets.

3. Concept Introduction

The concept introduction section (activity I) consists of the main points of discussion, namely (1) the meaning of the text of the article according to several experts and examples of the text of the article; (2) the structure of the article text; (3) linguistic elements of the article text, (4) finding facts and opinions from the text of the article read; (5) practice questions (individual and group) and (6) assessment. The text material of the process genre-based agronomy articles was obtained and was based on various sources such as books, journals, and the internet that were relevant. LKPD is presented briefly, clearly and completely so that LKPD users can understand well the material in the LKPD.

4. Material Deepening

The material deepening section consists of (1) an introduction to the steps of writing using a process genre approach; (2) writing steps using a process genre approach; (3) practice questions (individual and group), and (4) assessment (individual and practice). Group practice is useful for training the logic of each student's and group's ideas. Individual practice is provided to practice each individual's writing skills. Process genre-based agronomy article texts were obtained and based on various sources such as relevant books, journals and the internet.

5. Final Section

The final section contains evaluation, assessment and bibliography. The evaluation contains multiple choice questions to test students' ability to understand the material of the text of the article. The bibliography contains references to the literature used in compiling the entire LKPD. In addition to designing in book form, LKPD is also made in the form of an electronic book. The books are prepared according to the specifications above but are presented in PDF form. This is so that students can also carry books everywhere and are easy to use.

LKPD Design Evaluation

This stage before being tested on students in small and large class scales, the LKPD must first be validated by experts. This stage seeks to assess the feasibility of the LKPD before it is tested and applied in learning. In assessing the feasibility of the LKPD, researcher worked with experts to validate the designed learning LKPD products. The expert assessment consists of material experts, media experts, and practitioner experts (Indonesian teachers). The following are the results and discussion of the results of material experts, media experts, and practicing experts.

1. Discussion of Material Expert Validation Results

The initial LKPD products that have been prepared are then tested by experts. The initial LKPD product testing aims to determine the assessment and feasibility of the experts. Testing is carried out by

experts by filling out the LKPD feasibility questionnaire. The use of a questionnaire to assess the feasibility of LKPD because the questionnaire has clear measurements.

Testing the validity of the developed LKPD was carried out by material experts with three assessments including content feasibility test, language test, and material presentation test. The initial LKPD product was tested on experts by filling out a LKPD feasibility assessment questionnaire by Dr. Mulyanto Widodo, M.Pd who is a lecturer in the Indonesian Language and Literature Education Study Program and the Indonesian Language and Literature Education Masters Study Program, so that the assessment of material validation in the form of material substance in the LKPD article text can be assessed for its validity.

The overall results of the validation of this LKPD were declared "very feasible" to be tested on small and large scale tests with notes on revisions in accordance with material expert suggestions. Suggestions for improvement from material experts, namely (1) KD please

Gambar 1.10 Uji Kelayakan LKPD oleh Validator Materi



Media Expert Validation

The initial LKPD products were tested by experts by filling out a feasibility assessment questionnaire by Dr. Doni Andra, M.Sc. The results of media expert validation through filling out an assessment questionnaire on LKPD text articles based on process genres for class XII SMK obtained a percentage of 91.7 and overall it was declared "very feasible" to be tested on small and large scale classes after revisions and improvements according to media experts' suggestions. The graphical aspect category was declared "very feasible" with a score of 91.7.

The results of the assessment were obtained from 6 aspects, namely (1) the accuracy of the layout, (2) the accuracy of the illustrations, tables and photos, (3) the clarity of the illustrations, (4) the suitability of the LKPD cover display design, (5) the accuracy of choosing the font size, and (6) the attractiveness of teaching appearance. Suggestions for improvement from media experts are, (1) the cover page is added with the logo of FKIP University of Lampung to make it more attractive, (2) increase image resolution, (3) images and photos must use their own documents (work), and (4) some things that must be removed because it is less important and meaningful. Although there is much that still needs to be corrected, media experts state that overall the LKPD "Texts of Articles in Agronomy Based on Process Genres for Class XII Students of Vocational High Schools" are very feasible to try out.

Validasi Ahli Praktisi



Figure 1.11 LKPD Feasibility Test by Practitioners

The assessment results from the validation of LKPD practitioners "Article Text in Agronomy Based on Process Genre for Class XII Vocational School Students" obtained a percentage of 95 which overall was declared "very feasible" to be tested in accordance with revisi³²; and suggestions from practitioners. The aspects of assessing practitioner validation consist of (1) content feasibility, (2) language, (3) presentation, and (4) graphics.

The results of the evaluation of the feasibility aspect of the content stated "very feasible" with a score of 100 obtained from 4 sub-indicators namely, (1) the LKPD developed was in accordance with KI and KD, (2) t⁴⁵ LKPD developed by researchers was in accordance with the indicators, (3) the material on the LKPD in accordance with the needs of learning Indonesian, and (4) suitability with benefits to add insight.

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Product Revision: The Final Product

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The final product resulting from this research is teaching material in the form of LKPD entitled "Article Text of Process Genre-Based Agronomy²⁵ for Class XII Students of Vocational High Schools". This product is in printed form with B5 paper size (18.2 cm x 25.7 cm) 80 grams to make it easier for readers to hold in hand when reading LKPD, practical and easy to carry. The choice of paper size in the preparation of LKPD refers to the paper size standards set by ISO (International for Standardization). The size of the LKPD that is developed depends on the type of book and the target. The paper used is thick and not opaque so that the writing on the LKPD is clearly legible.

In addition, the LKPD cover is printed using Glossy Photo Paper with an attractive appearance, given bright colors and illustrated images related to the material to be taught to students. The LKPD developed by the researchers consisted of 53 sheets which: (1) an inner cover page containing similar information to the outer cover using thinner paper printing material; (2) LKPD identity; (3) introductory page, containing a brief presentation explaining what is discussed in the LKPD from each of the existing chapters; (4) table of contents; (5) introduction; (6) instructions for using LKPD; (7) systematic LKPD KI, KD, Competency Achievement Indicators (GPA) and learning objectives; (8) concept map, (9) meaning, structure, and linguistic elements of the article text; (10) finding facts and opinions from the text of articles read; (11) an introduction to the steps of writing using a process genre approach; (12) writing steps using a process genre approach; (13) practice questions (individual and group), and (14) assessment (individual and practice). In addition, there²³ a formative test in the form of questions for reflection for readers. The outer appearance of the LKPD can be seen in the following figure.

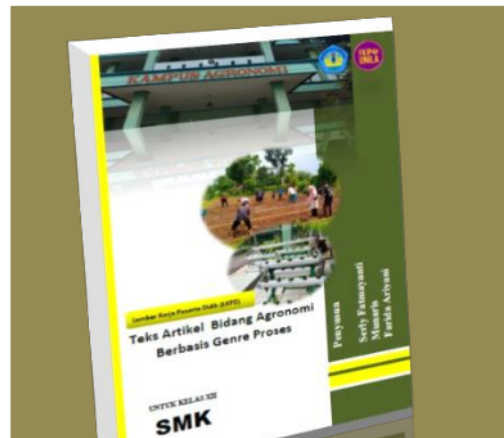


Figure 1.12 Product of Teaching Materials (LKPD)

Product Eligibility

The feasibility of the LKPD products developed by researchers can be seen from the responses of users, namely students. The feasibility of LKPD text articles in agronomy based on process genres, to be precise at Basic Competency 3.10 evaluating information, both facts and opinions and Basic Competency 4.10 compiling opinions in the form of articles.

As for the feasibility assessment of the use of process genre-based agronomy article text LKPD for class XII SMK students includes three aspects, namely aspects of presentation feasibility, linguistics, and graphics. The assessment was carried out by calculating a quantitative questionnaire which was then converted into qualitative data with a scoring guideline of a scale of 4 (Riduwan & Sunarto, 2009: 23).

The feasibility assessment of LKPD article texts in the field of agronomy based on process genres for class XII students of SMK was carried out by class XII students of SMK Negeri 2 Metro, totaling 55 students. Following are the results of the assessment of students at SMA Negeri 2 Metro, namely students of class XII ATPH 1 and students of class XII ATPH 2.

Table 1.13 Results of Large-Scale Trials Students as LKPD Users
Class XII ATPH 1 and XII ATPH 2

Research subject	Results					
	Serving Aspect		Linguistic Aspect		Aspect graphics	
	Skor	Kriteria	Skor	Skriteria	Skor	Kriteria
Subject 1	97,7	Very Decent	100	Very Decent	100	Very Decent
Subject 2	79,5	Worthy	87,5	Very Decent	87,5	Very Decent
Subject 3	100	Very Decent	100	Very Decent	100	Very Decent
Subject 4	90,9	Very Decent	87,5	Very Decent	87,5	Very Decent
Subject 5	100	Very Decent	100	Very Decent	100	Very Decent
Subject 6	95,4	Very Decent	75	Worthy	81,2	Very Decent
Subject 7	100	Very Decent	100	Very Decent	100	Very Decent
Subject 8	75	Worthy	75	Worthy	75	Worthy
Subject 9	97,7	Very Decent	100	Very Decent	93,7	Very Decent

Subject 10	79,5	Worthy	75	Worthy	75	Worthy
Subject 11	95,4	Very Decent	87,5	Very Decent	93,7	Very Decent
Subject 12	100	Very Decent	100	Very Decent	100	Very Decent
Subject 13	97,7	Very Decent	100	Very Decent	100	Very Decent
Subject 14	95,4	Very Decent	85,5	Very Decent	93,7	Very Decent
Subject 15	100	Very Decent	100	Very Decent	100	Very Decent
Subject 16	75	Worthy	100	Very Decent	87,5	Very Decent
Subject 17	97,7	Very Decent	100	Very Decent	100	Very Decent
Subject 18	93,2	Very Decent	87,5	Very Decent	75	Very Decent
Subject 19	100	Very Decent	87,5	Very Decent	100	Very Decent
Subject 20	88,6	Very Decent	100	Very Decent	100	Very Decent
Subject 21	90	Very Decent	87,5	Very Decent	87,5	Very Decent
Subject 22	90	Very Decent	100	Very Decent	100	Very Decent
Subject 23	100	Very Decent	100	Very Decent	100	Very Decent
Subject 24	79,5	Worthy	87,5	Very Decent	87,5	Very Decent
Subject 25	85	Very Decent	100	Very Decent	100	Very Decent
Subject 26	93,1	Very Decent	87,5	Very Decent	87,5	Very Decent
Subject 27	95,4	Very Decent	100	Very Decent	100	Very Decent
Subject 28	97,7	Very Decent	75	Worthy	81,2	Very Decent
Subject 29	79,5	Worthy	100	Very Decent	100	Very Decent
Subject 30	100	Very Decent	75	Worthy	75	Worthy
Subject 31	72,7	Worthy	100	Very Decent	93,7	Very Decent
Subject 32	100	Very Decent	75	Worthy	75	Worthy
Subject 33	93,1	Very Decent	87,5	Very Decent	93,7	Very Decent
Subject 34	70,4	Worthy	100	Very Decent	100	Very Decent
Subject 35	100	Very Decent	100	Very Decent	87,5	Very Decent
Subject 36	75	Worthy	85,5	Very Decent	93,7	Very Decent
Subject 37	97,7	Very Decent	100	Very Decent	100	Very Decent
Subject 38	79,5	Worthy	100	Very Decent	87,5	Very Decent
Subject 39	100	Very Decent	100	Very Decent	100	Very Decent
Subject 40	97,7	Very Decent	87,5	Very Decent	75	Worthy
Subject 41	79,5	Worthy	87,5	Very Decent	100	Very Decent
Subject 42	100	Very Decent	100	Very Decent	87,5	Very Decent
Subject 43	100	Very Decent	100	Very Decent	100	Very Decent
Subject 44	75	Worthy	87,5	Very Decent	87,5	Very Decent
Subject 45	77,3	Worthy	100	Very Decent	100	Very Decent
Subject 46	100	Very Decent	87,5	Very Decent	87,5	Very Decent
Subject 47	75	Worthy	100	Very Decent	93,7	Very Decent
Subject 48	100	Very Decent	75	Worthy	81,2	Very Decent
Subject 49	75	Worthy	100	Very Decent	100	Very Decent
Subject 50	97,7	Very Decent	75	Worthy	75	Worthy
Subject 51	72,7	Worthy	100	Very Decent	93,7	Very Decent

Subject 52	90	Very Decent	75	Worthy	75	Worthy
Subject 53	90	Very Decent	87,5	Very Decent	93,7	Very Decent
Subject 54	90,9	Very Decent	100	Very Decent	100	Very Decent
Subject 55	100	Very Decent	100	Very Decent	87,5	Very Decent
Average	92,4	Very Decent	94,23	Very Decent	94	Very Decent
<p>The overall average aspect gets a score of 93.5 with the "Very Eligible" category</p>						

Table 1.14 Product Feasibility

No	Aspect	Criteria Score	Results
1.	Aspects of the feasibility of serving	92,4	Very Worth it
2.	Language feasibility aspect	94,23	Very Worth it
3.	Graphic Aspects	94	Very Worth it
		93,5	Very Worth it

Based on the feasibility table above, it can be seen that the average use of the product meets the requirements and can be said to be very feasible to use. The presentation feasibility aspect of the two classes earned an average score of 92.4, the linguistic aspect earned an average score of 94.23 and the graphical aspect earned an average score of 94 so that the overall average score became 93.5. It can be concluded that the LKPD product "Article Text of Process Genre-Based Agronomy for Class XII Vocational School Students" is stated to be very feasible to use and ready to be tested for effectiveness in learning.

Conclusions and Recommendations

Conclusions

The teaching materials developed are LKPD text articles in the field of agronomy based on process genres for class XII students of SMK in accordance with Basic Competency 3.10 evaluating information, both facts and opinions and Basic Competency 4.1 compiling opinions in the form of articles. Development of LKPD conversational text material using the Research and Development (R&D) by going through several stages namely 1) potentials and problems; 2) collecting data on the needs of LKPD in the form of curriculum analysis and literature study; 3) product design (development of initial product design/draft of LKPD); 4) product validation through validation by relevant experts/experts (material experts, media, and practitioners); 5) revision of product design results of validation; 6) small class product trials and product revisions from the trial results continued with larger trials with real classes (20-40 students); 7) LKPD feasibility calculations and testing the effectiveness of their use.

As for the feasibility value of large-scale trials, the presentation feasibility aspect of the two classes obtained an average value of 92.4, the linguistic aspect obtained an average value of 94.23 and the graphic aspect obtained an average value of 94 so that the overall average value became 93.5. It can be

concluded that the LKPD product "Article Text of Process Genre-Based Agronomy for Class XII Vocational School Students" is stated to be very feasible to use and ready to be tested for effectiveness in learning.

Recommendations

³⁷ The results of this development can be used as a reference in similar research conducted. In addition, future researchers can carry out more in-depth research related to LKPD in article text material with other learning approaches or models

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