



Problem Based Learning Oriented Thematic Worksheets: Increased Discipline of Elementary School Students

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ABSTRAK

Kegiatan pembelajaran di sekolah dasar dilaksanakan dengan memperhatikan segala aspek yang perlu dibina dan dikembangkan dengan baik. Kegiatan pembelajaran harus mencakup tiga ranah, yaitu afektif, kognitif, dan psikomotorik. Pola dan strategi guru dalam melaksanakan proses pemahaman konsep merupakan poin penting dalam penyampaian pembelajaran. LKPD tentunya merupakan proses bagi siswa untuk mencari pemahaman lebih lanjut terhadap konsep yang disampaikan oleh guru. Penelitian ini bertujuan untuk menganalisis pengaruh LKPD Tematik Berorientasi Pembelajaran Berbasis Masalah terhadap Karakter Disiplin Siswa Sekolah Dasar. Metode penelitian ini adalah eksperimen semu pada siswa kelas IV. Analisis data yang digunakan yaitu uji t merupakan salah satu uji statistik parametrik dengan dua kali pengukuran. Dalam pelaksanaan LKPD tematik pembelajaran berbasis masalah terdapat beberapa tahapan yaitu pengenalan kepada guru, pelaksanaan pretest, pengenalan kepada siswa, pelaksanaan posttest, dan pengolahan data dengan uji validitas dan reliabilitas. Dengan mendapatkan hasil rata-rata pretest menunjukkan 3,125 dan rata-rata posttest menunjukkan 3,575. Dari hasil tersebut terjadi peningkatan kedisiplinan dalam mengerjakan LKPD.

ABSTRACT

Learning activities in elementary schools are carried out by paying attention to all aspects that need to be nurtured and developed properly. Learning activities must cover three domains, namely affective, cognitive, and psychomotor. The teacher's patterns and strategies in implementing the concept understanding process are important points in delivering learning. Worksheets is certainly a process for students to seek further understanding of the concepts presented by the teacher. This study aims to analyze the effect of problem-based learning-oriented thematic worksheets on discipline character of elementary school students. This research method is quasi-experimental on the fourth grade students. The data analysis applied, namely the t-test, is one of the parametric statistical tests with two measurements. In implementing the problem-based learning-oriented thematic worksheets, there are several stages, namely introduction to the teacher, pre-test implementation, introduction to students, post-test implementation, and processing data with validity and reliability tests. By getting the results the average pre test shows 3.125 and the average post test shows 3.575. From these results, there is an increase in discipline in working on worksheets.

1. INTRODUCTION

Learning activities in elementary schools are carried out by paying attention to all aspects that need to be nurtured and developed properly. Learning activities must cover three domains, namely affective, cognitive, and psychomotor (I. Magdalena et al., 2021; Oktari et al., 2019). In delivering the material, the teacher has ways and approaches according to the needs of students. The material presented is certainly able to increase the mastery of concepts in students. Concepts will be embedded in students' memory well when the teacher is able to introduce a concept from cause to problem solving. In accordance with the 2013 curriculum that learning in elementary schools is to apply thematic learning that links several lessons into a single unit (Aperta et al., 2021; Qorinasari, 2020; Tinja et al., 2017). This of course has the aim that students get the opportunity to learn the material and understand the process that is directed and not divided. According to previous study states that thematic learning is learning that emphasizes themes to teach concepts (Setiawan, 2019). In addition, according to other study argue that thematic is a learning process by providing opportunities for students to develop their potential in terms of attitudes, knowledge and skills (Marisya & Sukma, 2020). Supported by study argue that learning is linked from one subject to another and produces students who have a balance of soft skills and hard skills (Nur & Noviardila, 2021). From this understanding, thematic learning is learning by combining several subjects so that a theme is

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arranged to develop a more focused concept and there is a linkage of discussion between subjects with one another by creating a balance of soft skills and hard skills in students. This certainly applies to the teaching modules used by teachers. The teaching module includes several learning tools, namely learning plans, Student Worksheets (LKPD), evaluations, and directed learning media. The LKPD should be able to assist students in developing concepts through the learning process both in groups and individually. LKPD is a worksheet that is used to guide students to learn through the process and be able to instill concepts well (Istikharah, 2017; Utami et al., 2020). This is also in line with the opinion revealing that LKPD is a sheet of paper containing questions that is able to direct students to find concepts through their activities (Noprinda & Soleh, 2019). Another thing is the opinion stating that LKPD is a question in which activities are to be practiced by students (Sundari & Nugraha, 2020). From these opinions, it can be interpreted that LKPD is a question or evaluation that is carried out through a process to obtain concepts through activities independently and in groups.

In learning that occurs in schools, it is found that there are differences in practice. The use of structured LKPD is carried out separately from one subject to another. LKPD should be able to instill concepts and inculcate discipline in accordance with the material that uses a thematic approach (Cahyani et al., 2021; Purnamasari & Murtiyasa, 2020). In learning the teacher gives LKPD also not all subjects, but only one or two subjects that are considered easy to use in the learning process. This of course hinders the learning process that has used thematic (Effendi et al., 2021; Fitriyah & Ghofur, 2021). The teacher only focuses on delivering material which is carried out thematically in accordance with the learning design prepared by the teacher. This certainly has an impact on students and learning outcomes.

The teacher's patterns and strategies in implementing the concept understanding process are important points in delivering learning. LKPD is certainly a process for students to seek further understanding of the concepts presented by the teacher. According to previous study who stated that LKPD can stimulate students to be active with the right strategy (Ansyah et al., 2021). However, if the teacher's strategy in providing LKPD is less varied, it will be hampered. In addition, if the LKPD is made separately between subjects, it will cause new thoughts for students because it is different from the material that has been delivered.

The emergence of problems as support so that students have more curiosity and are able to explore a concept appropriately. In the use of LKPD by packaging it into a worksheet that applies thematic in it. In addition, given problems that are able to link one subject with other subjects that become a single unit that can be solved by students easily and the character of discipline is embedded in students. This statement is also in line with the opinion of previous study that revealing that LKPD is able to combine problems with HOTS thematic materials to help students' learning skills (Khotimah & Sari, 2020). It also agrees with other study who stating that the use of LKPD is able to stimulate skills, knowledge and attitudes of students in the problem solving process (Mardita et al., 2022). Based on this description, the alternative solution offered is problem-based learning-oriented thematic LKPD. Therefore the aims of this study is to analyze the effect of problem-based learning-oriented thematic worksheets on discipline character of elementary school students. This study is expected be able to provide an increase in the quality of teacher delivery in directing students to find concepts. Moreover cultivate the character of discipline independently or in groups and implemented properly according to the conditions and needs of students at school.

2. METHODS

This study used a research and development (R&D) approach with a quasi-experimental type of research. Quasi-experiments are experiments that have treatment, impact measurement, experiments and use existing groups. Quasi-experiments were used to collect data, compared to statistical test tables (Sutama et al., 2017; Sutono & Pamungkas, 2021). From this statement, it can be concluded that a quasi-experiment is an experiment with treatment, experimental treatment, data management through statistical test tables in existing groups. The subjects of this study were fourth grade students in the 2021/2022 academic year. While the object of this research is the thematic worksheet based on problem-based learning. The material or content is validated by experts, the material experts consist of one primary school teacher education lecturer and one elementary school class teacher. The development product is the thematic LKPD based on problem-based learning and given to the validator. Based on the evaluation results, it is necessary to make improvements to complete the development. Table 1 show the aspects that are applied in the assessment of the condition of student discipline in carrying out learning activities.

The activities in this research pass through several stages, the following are the research procedures, namely 1. preparation by conducting a literature review and review as well as formulating research hypotheses, preparing experimental plans. 2. conducting experiments with activities of observation, interviews, documentation and the implementation of pre-test and post-test. 3. Data

processing by carrying out tabulation of data analysis of the data obtained. 4. Drawing conclusions and reporting by compiling articles ready to publish.

The data analysis technique used in this research is t-test. T-test is one of the parametric statistical tests. In addition, the t test is a statistical test with two different measurements (R. Magdalena & Angela Krisanti, 2019; Sultoni et al., 2018). From these statements, the t test is one of the parametric statistical tests with two measurements, namely before and after the addition of material or cases.

Table 1. Aspects of Discipline Assessment

No.	Aspect	Score
1.	Work according to the specified time	1-4
2.	Doing according to instructions coherently	1-4
3.	Discipline in group learning	1-4
4.	Discipline in doing independent quiz	1-4
Mean		1-4

3. RESULT AND DISCUSSION

Results

The characteristics of the thematic LKPD are problem-based learning oriented, namely emphasizing the process by strengthening and making it easier for students to understand concepts both in terms of formulas and definitions. After that, group exercises and independent exercises with difficulty levels ranging from LOTS, MOTS, and HOTS. The implementation of problem-based learning-oriented thematic LKPD is carried out in several stages, namely stage 1. Introduction to teachers regarding problem-based learning-based thematic LKPD. Teachers are given experience that can be used as a provision in the use of thematic LKPD to achieve learning objectives with understanding in students. Stage 2. Implementation of the pre-test on students by using LKPD arranged by standing on one subject. This is to measure students' discipline and understanding of concepts in working on LKPD before introducing problem-based learning-oriented thematic LKPDs. Stage 3. Introduction of thematic LKPD oriented to problem-based learning for students. With the introduction to students, students are given an introduction and a little information about the use as well as procedures for implementing problem-based learning-oriented thematic worksheets. Stage 4. The implementation of the post test is by giving students the thematic LKPD based on problem-based learning and the teacher taking a disciplinary assessment during the implementation of the thematic LKPD. The use of the post test is able to compare with the results of the pre test scores. Stage 5. Processing the data taken from the results of the pre-test and post-test assessments that have been carried out. The data that has been processed is then compared and adjusted to the provisions using a Likert scale. If it shows an increase, it can be said to be successful. However, if it shows a decrease, it can be said to be less appropriate when applied.

The effect of the application of problem-based learning-oriented thematic LKPD on student discipline can be seen through the results obtained, namely quantitative data in the form of the results of student discipline character assessments when working on LKPD carried out pre-test and post-test activities. The results were then compared to see the effect of using problem-based learning-oriented thematic worksheets on student discipline as the aspects used for the assessment. The result of students pre-test is show in [Figure 1](#), than the result of students post-test is show in [Figure 2](#).

No	Nama	Sikap disiplin yang ditunjukkan																Rata-rata nilai
		Mengerjakan sesuai dengan waktu yang ditentukan				Mengerjakan sesuai petunjuk dengan benar				Sikap ketidapastian dalam mengerjakan quiz sendiri				Disiplin dalam mengerjakan quiz sendiri				
		K	C	B	SB	K	C	B	SB	K	C	B	SB	K	C	B	SB	
1	Alfa																	3,75
2	Citra																	3,5
3	Dimas																	3,75
4	Hafsa																	3
5	Rizal																	3
6	Rafan																	2
7	Sharly																	3,25
8	Shidqi																	3,75
9	Saprianto																	3
10	Winda																	2,25
		Rata-rata penilaian ketidapastian kelas IV																3,125

Keterangan: K (Kurang) : 1, C (Cukup) : 2, B (Baik) : 3, SB (Sangat Baik) : 4

Figure 1. Students Pre-Test Result

No	Nama	Sikap disiplin yang ditunjukkan																Rata-rata nilai
		Mengerjakan sesuai dengan waktu yang ditentukan				Mengerjakan sesuai petunjuk dengan benar				Sikap ketidapastian dalam mengerjakan quiz sendiri				Disiplin dalam mengerjakan quiz sendiri				
		K	C	B	SB	K	C	B	SB	K	C	B	SB	K	C	B	SB	
1	Alfa																	4
2	Citra																	3,75
3	Dimas																	3,75
4	Hafsa																	3,25
5	Rizal																	3,25
6	Rafan																	2,75
7	Sharly																	4
8	Shidqi																	4
9	Saprianto																	3,75
10	Winda																	3
		Rata-rata penilaian ketidapastian kelas IV																3,95

Keterangan: K (Kurang) : 1, C (Cukup) : 2, B (Baik) : 3, SB (Sangat Baik) : 4

Guru Kelas IV
Hartini Miki Megawati, S.Pd.
NIP. 19681205200812010

Figure 2. Students Post-Test Result

Through this aspect of the assessment, the researcher together with the fourth-grade teacher assessed the character of discipline in carrying out the learning process with the results before being tested on students and when tested on students. The results can be seen in Figure 3.

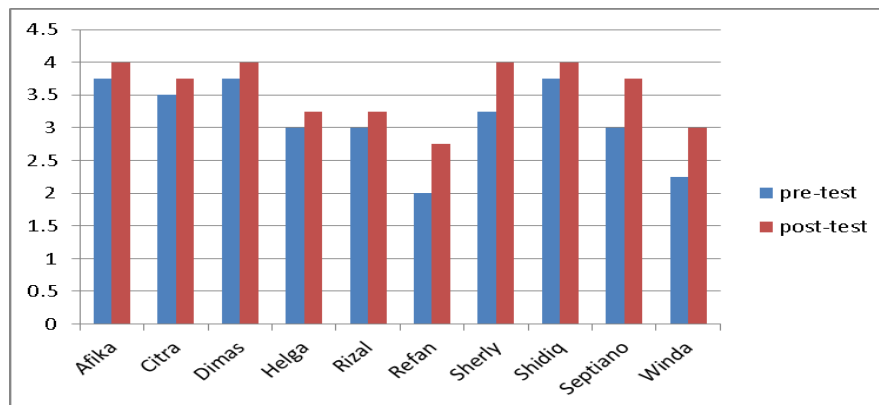


Figure 3. Disciplinary Assessment Results

Based on Figure 3, it can conclude that the average in the pre-test assessment was 3.125 which was included in the good category. In addition, in the post-test assessment, the average student discipline results in using the problem-based thematic LKPD was 3.575 which was categorized as very good.

The results of the assessment, validity and reliability tests were carried out to determine the level of consistency and the LKPD was feasible to be applied to develop discipline and strengthen concepts in students. The following is a test of the validity and reliability of the data through Microsoft excel. The result of validity test is show in Table 2.

Table 2. Validity test

No.	Respondent	Question Item				Amount	Average
		1	2	3	4		
1	Africa	4	4	4	4	16	4
2	Image	3	4	4	4	15	3.75
3	Dimas	4	4	4	4	16	4
4	Helga	3	4	3	3	13	3.25
5	Rizal	3	3	3	4	13	3.25
6	Refan	2	3	3	3	11	2.75
7	Sherly	4	4	4	4	16	4
8	Shidiq	4	4	4	4	16	4
9	Septiano	4	4	3	4	15	3.75
10	Winda	3	3	3	3	12	3
R-Count		0.908751	0.840402	0.837218	0.840402		
R-Table		0.707	0.707	0.707	0.707		
Conclusion		Valid	Valid	Valid	Valid		

Base on Table 2, through the validity test, the r-count > from the r-table, which is declared valid or feasible to be used as material to measure the level of student discipline. The result of reliability test is show in Table 3.

Table 3. Reliability Test

No.	Respondent	Question Item				Amount	Average	Amount	
		1	2	3	4			Odd	Even
1	Respondent 1	4	4	4	4	16	4	8	8
2	Respondent 2	3	4	4	4	15	3.75	7	8
3	Respondent 3	4	4	4	4	16	4	8	8
4	Respondent 4	3	4	3	3	13	3.25	6	7
5	Respondent 5	3	3	3	4	13	3.25	6	7
6	Respondent 6	2	3	3	3	11	2.75	5	6
7	Respondent 7	4	4	4	4	16	4	8	8

No.	Respondent	Question Item				Amount	Average	Amount	
		1	2	3	4			Odd	Even
8	Respondent 8	4	4	4	4	16	4	8	8
9	Respondent 9	4	4	3	4	15	3.75	7	8
10	Respondent 10	3	3	3	3	12	3	6	6
R-Count								0.885989	
Spearman								0.939549	
R-Table								0.707	
Conclusion								Reliable	
Category								Very High	

Base on Table 3 which explains that spearman > r-table, it is declared reliable or consistent with the very high category. From these data, the improvement can be seen from the improvement in all aspects used in the assessment.

Discussion

This study is conducted base on the result of previous research. LKPD can be used to develop character by treating HOTS questions that can foster student enthusiasm as well (Marshel & Ratnawulan, 2020; Noprinda & Soleh, 2019). If students are able to comprehend the concepts that the teacher is trying to convey, learning objectives will be met. This is also in line with the opinion who revealed that learning objectives will be achieved if students can understand the concepts conveyed by the teacher (Haji et al., 2015). Pre-test that use in this study will help researcher understand the situation or initial ability of students. It also agrees by previous stydt who revealed that the pre-test was given before students received treatment (Bonatua et al., 2021). According to other study revealed that the post test is a final test to find out the difference between the initial state and the final state which is assumed to be the effect of the treatment given (Fauzan et al., 2017).

Through the results obtained from the pre-test post-test activities students can understand the concept well and provide an increase in learning motivation. Processing the data is taken from the results of the pre-test and post-test assessments that have been carried out. The data that has been processed is then compared and adjusted to the provisions using a Likert scale. If it shows an increase, it can be said to be successful. However, if it shows a decrease, it can be said to be less appropriate when applied. Through the results obtained from the pre-test post-test activities students can understand the concept well and provide an increase in learning motivation. Processing data taken from the results of the pre-test and post-test assessments that have been carried out. The data that has been processed is then compared and adjusted to the provisions using a Likert scale. If it shows an increase, it can be said to be successful. However, if it shows a decrease, it can be said to be less appropriate when applied. Through the results obtained from the pre-test post-test activities students can understand the concept well and provide an increase in learning motivation.

The findings of this study indicate that the use of PBL-based worksheets effectively increases the discipline of elementary school students. Prior to the implementation of PBL-based worksheets, students tended to show less directed behavior and less adherence to school rules. However, after using the PBL-based worksheets, students showed a significant improvement in their discipline. The results of this study are in line with problem-based learning theory which emphasizes the importance of involving students in real-world situations to solve problems (Dwyer et al., 2014; Pawar et al., 2020). In this context, PBL-based worksheets provide opportunities for students to think critically, collaborate with classmates, and plan steps to achieve set goals (Ansyah et al., 2021; Fitria et al., 2020). All of these factors can contribute to an increase in student discipline.

This research implies that the use of theme-oriented problem-based learning (PBL) worksheets can improve student discipline in elementary schools. This can be an important contribution towards improving student behavior and creating a better learning environment. This study may have limitations in the generalizability of the results. Such research may only be conducted on a certain sample of students or in a certain geographic location. Therefore, the results may not be immediately applicable to all students in various contexts and cultures. Apart from that, this research might only look at the short-term effects of using PBL-based worksheets on student discipline. It is important to consider whether these effects will persist over a longer period of time and whether they will affect academic outcomes and student behavior in the future.

4. CONCLUSION

The application of problem-based learning-oriented thematic worksheets aims to improve discipline in the learning process and understanding the right concepts. In the application of thematic LKPD through several stages, namely introduction to the teacher, pre-test implementation, introduction to students, post-test implementation, and data processing. Based on the data that has been tested, it shows that the data is feasible and consistent and the results obtained are an increase in discipline in the student learning process from an average of 3.125 to 3.575 which shows that after using the thematic LKPD problem-based learning, the category is very good.

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