

Students Worksheets Based on the Kampar Community for Social Science Learning in Grade IV Elementary School

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ABSTRAK

Proses pembelajaran di kelas merupakan salah satu faktor penentu keberhasilan pendidikan dalam menghasilkan manusia yang berkualitas, berkarakter, berwawasan luas, dan mampu bersaing. Buku merupakan sarana yang wajib ada dalam dunia pendidikan dan memegang peranan penting dalam kehidupan masyarakat modern, termasuk bidang pendidikan sebagai bahan ajar. Salah satu bentuk bahan ajar dalam pembelajaran di kelas adalah Lembar Kerja Siswa (LKPD). Tujuan penelitian ini adalah untuk mendeskripsikan hasil pengembangan LKPD yang telah sampai pada tahap pengembangan desain produk yang telah divalidasi sebanyak dua kali oleh para ahli. Penelitian ini menggunakan metode pengembangan atau Research and Development (R&D) dengan model 4-D. Hasil validasi kedua oleh ahli diperoleh penilaian draf-1 dengan nilai rata-rata 61,8% dengan kategori tidak valid, sehingga dilakukan perbaikan sesuai komentar reviewer dengan menghasilkan draf-2 dengan rata-rata 84,81% dengan kategori sangat valid. Ke 7 aspek penilaian tersebut sehingga menghasilkan produk LKPD pembelajaran IPS berbasis kearifan lokal masyarakat Kampar yang layak digunakan untuk uji respon guru dan siswa serta dapat digunakan dalam proses pembelajaran di kelas.

ABSTRACT

The learning process in the classroom is one of the determining factors for the success of education in producing quality human beings, with character, having extensive knowledge, and being able to compete. Books are facilities that must exist in education and play an important role in the life of modern society, including the field of education as teaching materials. One form of teaching materials in classroom learning is student worksheets (LKPD). The purpose of this study was to describe the results of LKPD development that had reached the product design development stage which had been validated twice by experts. This study uses the method of development or Research and Development (R&D) with a 4-D model. The results of the second validation by experts obtained an assessment of draft-1 with an average value of 61.8% with an invalid category, so that improvements were made according to comments from reviewers by producing draft-2 with an average of 84.81% with a very valid category. The 7 aspects of the assessment so that it produces LKPD products for social studies learning based on local wisdom of the Kampar community which are worthy of being used for testing teacher and student responses and can be used in the learning process in the classroom.

1. INTRODUCTION

The learning process in the classroom is one of the determining factors for the success of education in producing quality human beings, with character, having extensive knowledge, and being able to compete. Facilities that support learning are things that must be considered and equipped in order to achieve educational goals (Fitriani et al., 2022; Puspita & Dewi, 2021). Books play an important role in the life of modern society including the field of education. The use of books in learning is not the only source of information for students, other teaching materials are needed that can be developed by teachers as learning resources (Dewantara et al., 2022; Rahayuningsih, 2018). One of the teaching materials that can be developed by teachers is the student worksheet (LKPD). Student worksheets are one of the printed teaching materials that contain material, summaries and instructions for implementing learning tasks that must be done by students to achieve the basic competencies presented (Adhaningrum, 2020; Widayastuti & Utami,

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2018). Student worksheets can be designed and developed by teachers according to subjects, materials, environmental conditions, and the needs of students in the learning process. Social science (IPS) is one of the subjects that must be studied by elementary school students (T. Lestari et al., 2022; Swiyadnya et al., 2021). Social studies learning is often delivered using a monotonous lecture method so that, by developing LKPD containing social studies subjects, it can provide new innovations in the delivery of material by teachers.

Planting character in learning becomes very important by optimizing teaching materials in the form of LKPD as learning material in class. Several opinions from previous studies argued that the inculcation of local wisdom values in students should be given early on in elementary schools (Murwati et al., 2022; Widyaningrum, 2018), as knowledge that reflects the Kampar culture is important to be preserved so that it is not lost by the times (Lyesmaya, 2020; Widyaningrum & Prihastari, 2020). The LKPD developed is in the form of pictures that are able to concretize learning in the form of traditions and traditional buildings that they have never visited in person. The use of LKPD makes a medium that is able to explain and provide a real picture of the local wisdom in Kampar Regency which is still firmly standing building houses, customary habits that are often carried out (Byrd & Camba, 2020; Rosilawati, 2020). The use of worksheets identifies learning topics so as to be able to provide effective learning.

Social science is an integration of various kinds of social sciences, natural sciences and humanities that have been packaged through scientific and pedagogical methods in accordance with the interests of learning in schools. The purpose of social studies learning in schools is to prepare students to become good citizens and be able to master knowledge, attitudes and values that are useful in solving personal problems and social problems (Hetarion et al., 2020; Merliana et al., 2021), so that students are able to think critically, have curiosity, skilled in solving problems, skilled in processing information and playing an active role in social life. The nature of social studies education developed in learning is based on the reality of the socio-cultural conditions that exist in the student's environment (Setiawan & Mulyati, 2020; Widodo, 2020). So that, with the conditions experienced by students in their social environment, they can develop them into good citizens who are able to understand and examine critically in the social life around them, as well as being able to play an active role, participate in the environment of life in local, national and world communities (Antari et al., 2013; Hamimah et al., 2022). But in reality social studies learning is still not able to have a positive impact on the community, because the social studies learning carried out is still rote with the lecture method and the material in the book is not in accordance with the students' environmental conditions (Laili & Murni, 2021; Setiawan & Mulyati, 2020). Previous study in state learning is needed that is integrated with local culture according to the student's environment, for example integrating the local wisdom of the Kampar community in social studies learning which is presented in the form of LKPD teaching materials (Wati, 2022). LKPD for social studies learning based on local wisdom of the Kampar community is one of the new solutions and innovations that can be done to meet learning needs in elementary schools (Ariani & Meutiawati, 2020; Indriani, 2022).

Local wisdom is the identity or cultural personality of a nation that causes the nation to be able to absorb, even manage the culture that comes from other nations into its own character and abilities (Karsiwan et al., 2017; Mannan, 2015). Social studies learning that is integrated with local wisdom will make it easier for students to understand the material because it is adapted to their environmental conditions (Kalifah & Nugraheni, 2021). Local wisdom can function as a source of noble values (Asriati, 2012; Kalifah & Nugraheni, 2021). In addition, the integration of local wisdom in learning is also to increase the sense of local wisdom of the local culture, foster a sense of pride, care and as an effort to maintain the existence of local wisdom in the midst of the swift currents of globalization (Priamantono et al., 2020; Shufa, 2018). The development of social studies learning worksheets based on local wisdom must be realized to be one of the solutions in learning, which in the social studies learning worksheets is intended for fourth grade elementary school with materials adapted to the local wisdom of the Kampar community. Therefore, the purpose of this study is to analyze and describe the results of product validation carried out by media, material, and language experts in order to determine the feasibility of LKPD learning social studies based on local wisdom of the Kampar community so that it can be tested in elementary schools.

2. METHOD

The research method used in this research is research and development (R&D). Development research (R&D) is a type of research that is used to produce certain products and test the effectiveness of these products (Sugiyono, 2017). In this study the product produced is LKPD for social studies learning based on local wisdom. In this development research, the researcher uses a 4-D model development research design which has four stages in the development process. The stages of the 4-D model are the stages of definition, design, development and dissemination. This research was conducted in accordance

with the stages that were used as guidelines in the development of LKPD for social studies learning based on local wisdom, along with an explanation of the stages in this research that had reached the development stage of the validation test results by media, material, and language experts.

The definition stage (define), in the first stage in the development of LKPD for social studies learning based on local wisdom, three things are defined, namely 1) Curriculum analysis, the curriculum analyzed is K-13, at this stage the researcher analyzes components in the curriculum such as basic competencies, indicators, objectives learning on teacher thematic books and student thematic books used in the learning process in elementary schools. 2) Material analysis, the researcher conducts material analysis with the aim that the material presented in the LKPD is systematic, complete, and can be adapted to the needs and environmental conditions of students so that students easily understand the material presented. 3) Analysis of the character of students, the character of students is one of the things that researchers must pay attention to so that the use of language, examples of problems, questions and others are adjusted to the development of the intended students, namely fourth grade elementary school students.

The design stage, in the design stage, the activities carried out are designing the manufacture of LKPD products that have been determined and adjusted to the results of the definition stage. At this stage, three activities are carried out, namely 1) Designing the LKPD, starting from designing the contents of the LKPD (the menu in the LKPD), making the cover, and designing the layout. 2) Develop local wisdom reading materials combined with social studies learning materials in accordance with the curriculum and thematic books for teachers and students. 3) Create research instruments such as media, material, and language expert validation questionnaires. In addition, it also makes a teacher and student response questionnaire that will be used during the trial phase to see the teacher and student responses. The results that have been completed at this stage will produce a LKPD for social studies learning based on local wisdom which is named draft-1.

In the development stage, at this stage an assessment or validation is carried out by experts, namely media, material, and language experts. The LKPD for social studies learning based on local wisdom produced in the design phase (draft-1) was validated by experts to determine the feasibility of the LKPD that had been made. After validation, a revision will be made according to the advice and input of experts to produce LKPD for social studies learning based on local wisdom (draft-2) so that it can be used for product trials or see teacher and student responses. In this study, the LKPD product for social studies learning based on local wisdom has been validated and revised to produce draft-2.

3. RESULT AND DISCUSSION

Result

Before producing the LKPD product for social studies learning based on local wisdom of the Kampar community in the form of draft-2, the researchers had carried out the definition stage by analyzing the curriculum, analyzing the social studies learning material for class IV, analyzing the character of students and looking for sources (data) about the local wisdom of the Kampar community by interviewing traditional leaders or related parties regarding the local wisdom of the Kampar community and looking for data on literature sources. Then, the design stage was carried out which resulted in draft-1, which was further validated by media, material, and language experts. The results of the validation of draft-1 will be an improvement made by researchers to get the results of draft-2. After making improvements or revisions after validation-1, the product (draft-2) will be re-validated to get an assessment of the feasibility of the social studies learning worksheet based on local wisdom of the Kampar community. The results of the validation of draft-1 and draft-2 that have been assessed by experts can be seen in [Table 1](#), and [Table 2](#).

Base on [Table 1](#), the results of the validator in draft-1 produce five invalid indicators, and two valid indicators, with an average result of 61.8% still in the invalid category, so it is necessary to make improvements to the Social Studies learning worksheet based on local wisdom in Kampar district according to records given by the validators, resulting in an assessment in accordance with [Table 2](#).

From [Table 2](#) it can be concluded that in the design stage which resulted in the first draft of the LKPD product that has been made it is not valid or not feasible. There are still many shortcomings in both the LKPD media, materials, and language used in the LKPD. With the results obtained, as well as suggestions and inputs given by experts, it becomes an improvement to produce a draft-2 LKPD product, which is expected to be feasible to use. After making improvements at the design stage, and producing a 2nd draft, then validation is carried out again to the experts. The second validation can be seen in [Table 2](#), which can be concluded that the draft-2 product is better than the draft-1 product. This is because the results of the validation score show that the LKPD for social studies learning based on local wisdom of the Kampar community is very valid (appropriate) with a score of 88.68% from media experts, 81.25% of material experts, and 84.52 from linguists. % with an average score of 84.81%. Thus, the LKPD product for social

studies learning based on local wisdom of the Kampar community is feasible to be tested on teachers and students and is suitable for use in the learning process in elementary schools. Changes in LKPD for social studies learning based on local wisdom of the Kampar community in the form of draft-1 and draft-2 can be seen in Table 3.

Table 1. Results of Validation of Draft-1 by Media, Material, and Language Experts

No.	Assessment Aspect	Validator			Average	Category
		Media	Material	Language		
1.	LKPD cover design	56.25 %	68.75%	43.75%	56.25%	TV
2.	Typography settings	58.33%	66.66%	58.33%	61.10%	TV
3.	Content page design settings	50%	50%	62.5%	54.16%	TV
4.	Eligibility of material content	75%	79.16%	66.66%	73.60%	V
5.	Conformity with local wisdom-based learning	75%	87.5%	62.5%	75%	V
6.	Language according to the level of development of students	50%	75%	50%	58.33%	TV
7.	Conformity with Indonesian language rules	50%	81.25%	31.25%	54.16%	TV
Total		59.22%	72.61%	53.57%	61.8%	TV

Table 2. Results of Validation of Draft-2 by Media, Material, and Language Experts

No.	Assessment Aspect	Validator			Average	Category
		Media	Material	Language		
1.	LKPD cover design	81.25 %	87.5%	93.75%	87.5%	SV
2.	Typography settings	91.66%	75%	75%	80.55%	V
3.	Content page design settings	75%	75%	75%	75%	V
4.	Eligibility of material content	91.66%	87.5%	91.66%	90.27%	SV
5.	Conformity with local wisdom-based learning	100%	87.5%	100%	95.83%	SV
6.	Language according to the level of development of students	100%	75%	75%	83.33%	SV
7.	Conformity with Indonesian language rules	81.25%	81.25%	81.25%	81.25%	SV
Total		88.68%	81.25%	84.52%	84.81%	SV

Table 3. Changes in LKPD for Social Studies Learning Based on Local Wisdom of the Kampar Community in Draft-1 and Draft-2

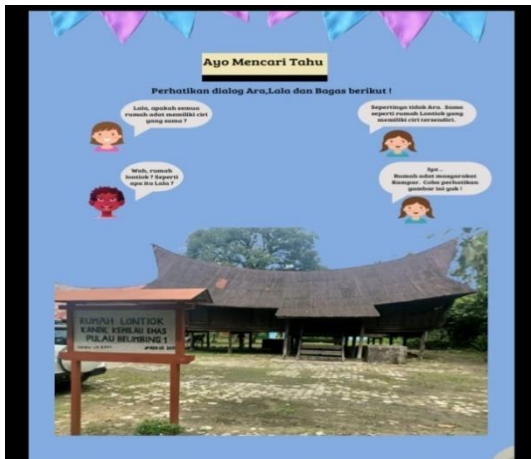
No.	LKPD Draf-1	LKPD Draf-2
1.		

The cover of the first LKPD uses white and turquoise, based on expert assessments, the cover media is not yet attractive to elementary students, and the proportional layout of the images and titles is also not balanced.

The second LKPD cover has used bright colors, the pictures are more varied and attract students to read, and the layout of the picture with the title is better than the first draft.

No.

LKPD Draft-1



2.

The layout design is less attractive and does not reflect local wisdom and the background color of the first LKPD is very striking from the other image colors. The use of student icons is less attractive because there are less varied icons, there should also be a full student icon, not a piece.

LKPD Draft-2



The layout design has included the icon characteristic of local wisdom, namely the carving of plants which are also found in the Lontiok house. The student icons used have varied, and the LKPD background uses a basic color, namely white, so that other images look more attractive so that the colors are more proportional.

3.



There are still many typos and incorrect punctuation. There is no social studies material yet, however, the local wisdom material is good.



Writing errors have been corrected, social studies material has been included and examples are given according to everyday life.

Discussion

The use of attractive colors and pictures that illustrate the text will attract students to read and learn. The use of image media gives students a concrete view of the discussions discussed in a text, thus stimulating students to find out and think critically to analyze (Kurniaman et al., 2022; Suartini et al., 2014). LKPD can also be a source of material that can be understood independently by students because it contains teaching instructions, material summaries, and evaluations and reflections (Sulistyorini & Harmanto, 2018; Widyaningrum & Prihastari, 2020). Therefore, teachers can develop LKPD for social studies learning based on local wisdom to facilitate the learning process. In this LKPD, local wisdom material is contained about buildings such as the Lontiok traditional house, the Jami' mosque, traditional clothes such as the traditional clothes of a Datuk, and eating activities together, namely eating bajambau and badulang. The values contained in the local wisdom of the Kampar community will be associated with social studies materials

such as religious, cultural, and social values. Activities or examples in everyday life are taken from selected local wisdom. Using examples and problems that exist in the environment of students makes students easy to recognize, understand, and easy to implement in their daily lives (Acim & Yaqinah, 2019; Khairunnisa, 2019). The values contained in local wisdom can also be used as guidelines in carrying out social life because in local wisdom there are religious, social, and cultural values.

The results of the validation that have been carried out get the results of the LKPD product for social studies learning based on local wisdom of the Kampar community with a very valid assessment (feasible) to be used for product trials and used in learning activities in elementary schools. This LKPD combines local wisdom that is adapted to the environment of students in Kampar Regency. Therefore, elementary school teachers can adapt local wisdom in their environment as the delivery of learning materials in varied ways which are also combined with various learning models (N. K. T. Lestari et al., 2017; Tohri et al., 2022). The development of LKPD based on local wisdom will make students closer to their local culture. This will be one way to instill cultural values that are owned by the Indonesian people so that they are not eroded by the progress of the times that are developing very rapidly (Marshel & Ratnawulan, 2020; Riyani & Wulandari, 2021).

4. CONCLUSION

The analysis of the results of the validation of the social studies learning worksheet based on local wisdom of the Kampar community obtained that the first assessment was invalid and the second validation assessment obtained a very valid (feasible) value. Thus, the LKPD for social studies learning based on local wisdom of the Kampar community which was developed by researchers is suitable for product testing on teacher and student responses and is suitable for use in the learning process in grade IV elementary school which is one of the innovations and helps teachers deliver social studies material without using social studies. lecture method again.

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