

Development Worksheets For Students (Lkpd) Using Banyuwangi Local Culture On The Place Of My Stay Class Iv Basic School

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Abstract: Student Worksheet as one of the instructional materials was chosen with the consideration that teachers can still use textbook references, teacher books, and student books but can use LKPD as daily learning exercises. The use of LKPD based on local culture is believed to be one alternative in an effort to introduce local culture to the younger generation. LKPD development is carried out with several steps of activities, namely with the first step of literature and field studies, the second step of preparation and validation and revision, the third step of initial product testing to see the application and revision, and the final step is the trial of the product after revision and improvement if there are revisions then proceed with the reporting stage. The results of the development of LKPD are known cognitive results, one variable is measured to determine student learning outcomes after being treated with a local culture-based LKPD using Banyuwangi as measured using tests after the learning process is complete. In the test questions, there are indicators that represent each integrated subject, namely social studies, PPKN, SbdP, and Indonesian. From the results of tests conducted from the average pretest 76.4 and 85.4 posttest experienced an increase. Thus, it can be concluded that LKPD products based on local culture using Banyuwangi are more appropriate than the old LKPD which is general in nature.

Index Terms: Student Worksheet, Local Culture Using

1. INTRODUCTION

One of the important components contained in the learning process that can support student success is the use of teaching materials. Teaching materials must be able to be developed by teachers in accordance with certain competencies to achieve learning objectives. Teaching materials must be able to stimulate students and attract students' enthusiasm and motivation to be more active in the learning process in class. In fact, there are only a few teachers who develop teaching materials, so learning is still conventional and tends to be boring. Students only become information listeners from the teacher. Until now the most widely used teaching material in the learning process is the textbook. The textbooks will change each semester, with regard to this matter, there is not a small amount of material found in the book that is not in accordance with the learning objectives contained in the applicable curriculum. The contents of the textbooks given to students and circulating in the market are equated to all students in Indonesia, both those who live in urban, rural, mountainous areas, as well as those in coastal areas. So, most students also do not know the local culture in their area related to historical relics, arts, and customs that exist in textbooks. Local culture is a very important national identity and identity needs to be introduced to the next generation. The local culture has many noble values that are important as a guideline for the social life of the community in particular and future generations. Each culture has a different emphasis on other regions that become the superiority of a region. As with the local culture Using Banyuwangi, has its own advantages. Using Banyuwangi's local culture continues to be the center of attention of both local and international communities. Various customs and arts that are thick with Using culture in Banyuwangi every year are manifested by various festivals known as the Banyuwangi festival. To better maintain local cultural wisdom Using Banyuwangi in the world of education, one of the learning resources that can help meet learning objectives is the student worksheet (LKPD). LKPD is a learning device that plays an important role in learning. LKPD contains worksheets that must be done by students or students, so that they can make

students more active and understand the learning content provided by the teacher, and can support success in learning. One strategy to overcome these problems is to develop LKPD that is appropriate to the situation around students as a support so that students can achieve learning objectives. The success of achieving learning objectives can be seen from the learning outcomes of students. Student learning outcomes are obtained after the learning process takes place. If the learning process is not going well, it will greatly affect the success of learning objectives. While one important factor for the effectiveness of learning is an evaluation factor, both on the process and learning outcomes.

2 LITERATURE REVIEW

Student worksheets (LKPD) are one of the facilities to help and facilitate teaching and learning activities so that effective interactions will be formed between students and educators so that they can increase the activities of students in improving learning achievement. Widjajanti (2008: 1) said the student worksheet (LKPD) is one of the learning resources that can be developed by educators as facilitators in learning activities. The LKPDs that are prepared can be designed and developed according to the conditions and situations of learning activities that will be encountered.

3 RESEARCH METHOD

The research steps in this study are as follows.

- a) a literature study is used to find theoretical foundations that strengthen a product of the development of thematic learning based on local culture Using Banyuwangi. Through the study of literature, it is also examined the scope of a learning media product and the freedom of using thematic learning products based on local culture using Banyuwangi in implementing learning. Through the literature study phase, it is known the most appropriate steps to develop an LKPD product by analyzing the applicable curriculum.

- b) b. The field study on needs analysis is a step that is needed as the initial planning to determine the characteristics of the development of local thematic learning based on local culture Using Banyuwangi for students, the ability to approach students and student learning experiences as individuals and socially. Data on the characteristics of teachers and students needed include academic information, active learning activities, the classification of teachers and students owned, the ability of teachers in the learning process, media and evaluation of learning. This step aims to determine the constraints and obstacles of teachers in implementing learning using the development of thematic learning based on local culture Using Banyuwangi.
- c) c. Description studies are needed to describe a concept from literature studies and field studies about the needs analysis that has been obtained from the identification of problems in the field with the appropriateness of theory or literature study so that there is a need to consult the experts concerned. Based on the above stages, a product planning or design is made as a reference for the development of local culture-based thematic learning Using Banyuwangi which includes: story development, drawing designs that are tailored to the needs of elementary school students.

Data in the form of the results of the development of local culture-based thematic learning Lampung Province include the responses of students and teachers concerned in carrying out the development of local culture-based thematic learning.

4 RESEARCH RESULT

This research was conducted at SDN 01 Sukorejo involving fourth-grade students. This research was conducted in accordance with a predetermined implementation schedule. The first to do is permit the school and conduct preliminary research. This preliminary research was conducted with the aim to find out the problems that occur in schools. Based on the results of the analysis of the preliminary research, LKPD used by students is still too general, not yet discussing the culture that is around students. This causes students to be less able to understand the material being studied. Therefore, students need LKPD that can preserve local culture. To increase the treasury of national culture and increase understanding of the material being studied. After observing the learning process in class IV, the LKPD used is still general in nature. The material contained in LKPD discusses the culture that is far from around students. Based on interviews conducted with grade IV teachers, information was obtained that the LKPD used had not yet discussed the culture in Banyuwangi and was still too general. Based on interviews conducted with students, information was obtained that the LKPD was not colored but black and white only and based on generality. So the LKPD used is not interesting to learn and students do not know the wisdom of the local culture. With the knowledge of these problems, it can be fixed with local culture-based LKPD products using Banyuwangi which can be used as solutions to these problems.

Analysis of Validation Results :

Based on the results of the validation of the two validators, a product feasibility analysis is carried out by preparing the preparation table of the product design validation analysis and calculating the value of the product design feasibility.

$$\text{Valpro} = \frac{srt}{smt} \times 100$$

$$\text{Valpro} = \frac{142,5}{145} \times 100$$

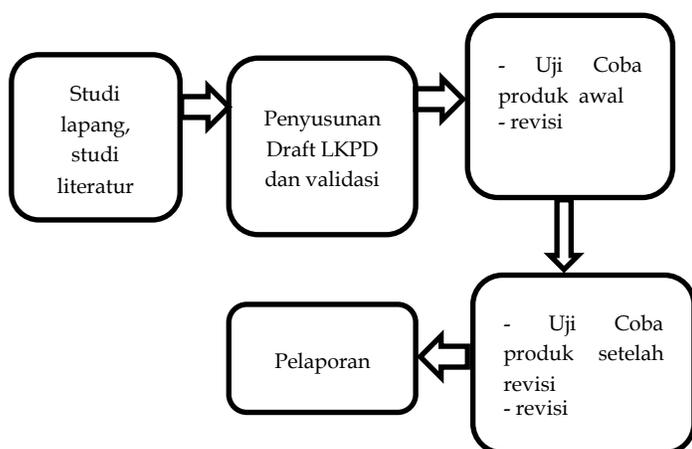
$$\text{Valpro} = 98,2$$

The result of the feasibility of local culture-based LKPD products using Banyuwangi was 98.2. This value is categorized as VERY WORTH, because it is in the range of scores between $\leq 81-100$. Based on the decision, the resulting product design is worth testing. In addition, from the results of product validation by the validators, it will be known the strengths and weaknesses of the product design that has been produced. Therefore, revisions were made according to the suggestions and comments of the validators.

Initial Product Trial Stage :

The initial trial of a local culture-based LKPD product using Banyuwangi was carried out on November 6, 2019 on Grade IV students of SDN 01 Watukebo with 32 respondents who had the same academic quality as the elementary school of research, SDN 02 Sukorejo Banyuwangi and had the same environmental conditions, because the distance between schools is close. In the trial use, students use the local culture-based LKPD Using Banyuwangi. Students work on the exercises that are on the LKPD. From the results of the work it is known that there are 28 students who score above the KBM

The diagram, the steps of this research are as follows.



Population and Sample :

According to Sugiyono (20011: 117), the population is the whole subject of research. The population in this study were elementary school students in grade IV. Samples According to Sugiyono (20011: 56) samples are part of the number and characteristics possessed by the population. The sample of this study was 29 students in grade IV SDN 1 Sukorjo Bangorejo Banyuwangi.

Data source :

The data sources in this study are as follows:

a. Data from Expert Assessment Results

Data in the form of statements about the validity of learning media developed. Data sources of competent experts in the field of learning material and the development of thematic learning based on local culture.

b. Test Result data

(Maximum Learning Mastery), which is 75, with a percentage of classical completeness of 87.5%. These percentages indicate that student learning outcomes in working on the worksheet is included in the Good category. Thus, it can be concluded that the trial of using local culture-based LKPD using Banyuwangi is optimal. If the student scores are in the good category, then it can be stated that the LKPD based on local culture using Banyuwangi can be understood by students well. After doing the exercises in the LKPD, students are asked to fill out a checklist / grading scale. The checklist on this rating scale aims to obtain feedback on the product design that was developed before the effectiveness test was conducted. Feedback and comments from 32 SDN 02 Sukorejo Banyuwangi students on LKPD based on local culture using Banyuwangi, it can be seen that the 2nd point regarding misprint / edit in LKPD needs to be revised, because the acquisition of YES answers at that point is less than 80%.

Product Trial After Revision :

The product trial after the revision was carried out in class IV SDN 01 Sukorejo Bangorejo. This trial was first conducted by pretesting the fourth grade students to find out the students' initial knowledge of the local culture using Banyuwangi. After the implementation of the pretest the teacher explained the use of LKPD and delivered the material contained in the LKPD theme of the Regional Area of My Place based on local culture Using Banyuwangi for 6 lessons. In each lesson students are very enthusiastic to want to know more about the local culture of Using Banyuwangi. Students can also do LKPD well and understand every material carefully explained. To find out student understanding, after the end of learning the teacher gives a posttest. Posttest was held at the end of lesson 6 for 60 minutes with 25 objective questions. The posttest was calmer, even many students completed the posttest questions in less than the allotted time. From the implementation of the pretest and posttest conducted, it can be seen an increase in learning outcomes obtained by students. This shows that the use of LKPD can increase students' knowledge about local culture using Banyuwangi. Pretest scores of student learning outcomes are included in the quite good category with an average of 76.4 and the criteria for learning outcomes as follows: good criteria by 42.4%, good enough criteria for 57.6%. There are 6 students (81.8%) whose grades are below KBM with sufficient grade criteria. Posttest scores of student learning outcomes are included in both categories with an average of 85.4 and the criteria for learning outcomes are as follows: very good criteria of 21.2%, good criteria of 66.7%, criteria quite good 12.1%. From the posttest score it can be seen that all students scored above KBM (grades > 70). Based on the explanation above the percentage of student learning outcomes after being given a local culture-based LKPD using Banyuwangi from the pretest score and posttest score has increased. The explanation can be seen in the following table.

Tabel 4.5 Persentase hasil pretest dan posttest

| Rentangan Skor | Pretest | | Posttest | | Kriteria Hasil Belajar |
|----------------------|---------|------|----------|------|------------------------|
| | f | % | f | % | |
| $90 \leq x \leq 100$ | 0 | 0 | 7 | 21,2 | Sangat Baik |
| $80 \leq x < 90$ | 14 | 42,4 | 22 | 66,7 | Baik |
| $65 \leq x < 80$ | 19 | 57,6 | 4 | 12,1 | Sedang/Cukup |
| $55 \leq x < 65$ | 0 | 0 | 0 | 0 | Kurang |

| $0 \leq \bar{x} < 55$ | 0 | 0 | 0 | 0 | Sangat Kurang |
|-----------------------|----|----|----|-----|---------------|
| Jumlah | 34 | 10 | 34 | 100 | |
| | | 0 | | | |

Keterangan : f = Frekuensi
% = Persentase

Based on Table 4.5 it can be seen in the pretest criteria of moderate / sufficient learning outcomes with a range of scores $65 \leq x < 80$ known that there are 6 students who scored between 65 and 69, so that 13 other students between 70 and 79. In the implementation of the posttest all students get grades <70. So, it can be concluded that the development of LKPD with the theme of the Area of My Place based on local culture Using Banyuwangi can add insight to grade IV students of SDN 01 Sukorejo Bangorejo on local culture using Banyuwangi.

5 DISCUSSION

Development of LKPD Based on local culture using Banyuwangi was developed in accordance with the material for grade IV elementary school on the theme of the area of my Abode. The first stage in this research is conducting preliminary research. The preliminary research was carried out using the 3P approach (Paper, Place, Person). Based on the approach that has been done, found various problems that occur in learning activities. Submission of material in LKPD is still general in nature, this causes students to not understand the basic materials that must be studied and do not know the local culture using Banyuwangi. Based on observations of the learning process in class IV SDN 01 Sukorejo Banyuwangi, the LKPD used is still general in nature. The material contained in LKPD discusses the culture that is far from around students. In addition, a person-based approach is carried out by conducting interviews with teachers and grade IV students regarding learning needs. The results of interviews conducted with teachers can be seen that the LKPD used has not discussed the culture in Banyuwangi and is still too general, and the results of interviews conducted with students, obtained information that the LKPD is not colored but only black and white, so the LKPD used is not attractive to learn and students do not know the culture of the Using tribe. The second stage is product development planning. The planning and development of this product is carried out in accordance with various information that has been obtained in the form of a research proposal. The research proposal compiled contains the following matters: (a) the formulation of the research title; (b) formulation of research problems; (c) formulation of research objectives and benefits; (d) literature review; (e) research methods and procedures including various instruments and design activities. The third stage, the initial product design development. The product design aims to produce LKPD products based on the local culture of the Using tribe with the theme of the Area of My Place for Grade IV students. The product design stages include determining the LKPD title. The title LKPD is adjusted to the material to be developed, namely LKPD based on the local culture of Using Banyuwangi. Next, make an introduction, list of contents, determine KI, KD, indicators and learning objectives and learning material. This product design is done using Corel Draw X, Microsoft publisher and Photoshop. The finished product is designed, it will be printed into a A4 size LKPD. The fourth stage is the stage of product design validation. The product design validation stage is carried out by 2 validators

consisting of one teaching material validator, one language expert validator. This aims to assess rationally about the effectiveness of the developed LKPD. Product design validation is done by filling out a validation sheet or instrument in the form of an assessment scale that has been prepared in accordance with the quality criteria of the local culture-based LKPD Using Banyuwangi that has been determined. The developed LKPD design was declared worthy of testing with a slight revision, namely adding clarity of instructions for using LKPD and adding vocabulary related to Using language. The sixth stage is the user trial phase. This stage aims to determine the feedback or response of students to LKPD. The trial of the use of the initial product design of LKPD was conducted on grade IV students of SDN 02 Sukorejo Bangorejo. Based on feedback and comments from fourth grade students at SDN 02 Sukorejo Bangorejo it was found that students were very happy to learn using a local culture-based LKPD using Banyuwangi that was developed. According to them the learning material in LKPD is interesting. This can be seen from the filling out of the questionnaire conducted by students. 92.3% of students stated that they enjoyed learning using LKPD based on local culture using Banyuwangi because it was interesting. The feedback obtained from the product user trial is in the form of suggestions and corrections from students. The first correction was that there were 20 students who discovered some writing errors in the local culture-based LKPD using Banyuwangi. Therefore, it needs to be revised based on student input. The seventh stage is the product design revision stage. After testing the user of a local culture-based LKPD using Banyuwangi, a revision was made according to the advice and input from students of SDN 02 Sukorejo Bangorejo, which is to correct all writing errors in a local culture-based LKPD using Banyuwangi. The eighth stage is product testing after revision. The purpose of testing this product is to ensure that the worksheet produced does indeed have a high enough impact for students about their knowledge of local culture using Banyuwangi. The trial of local culture-based LKPD using Banyuwangi was conducted on class IV SDN 01 Sukorejo. After the learning process is finished, it is measured using a measuring instrument (test) which is a posttest that aims to determine the ability of students after getting treated. From the implementation of product trials in class IV SDN 01 Sukorejo, it can be seen three domains of student learning outcomes, namely cognitive, affective, and psychomotor. In the cognitive domain results, one variable measured to determine the effectiveness of LKPD based on local culture using Banyuwangi is cognitive learning outcomes measured using tests after the learning process is completed. In the test questions, there are indicators that represent each integrated subject, namely social studies, PPKn, SbdP, and Indonesian. From the results of tests conducted an average pretest 76.4 and 85.4 post-test had increased. Thus, it can be concluded that LKPD products based on local culture using Banyuwangi are more appropriate to use than the old LKPD which is general in nature. The affective domain learning outcomes in this study have 4 aspects of assessment, namely prayer, courtesy, care, cooperation. Affective assessment is done by observation during learning activities. Students pay attention to what is conveyed by the teacher and pay attention to any instructions instructed. The use of local culture-based LKPD using Banyuwangi has an influence on learning outcomes in the affective domain. Students are conducive and more

interested and eager to participate in learning. This gives rise to a positive attitude in learning activities, such as being active in group discussions, paying attention to the teacher, as well as the attitude of cooperation and caring with his group friends and other group friends. Psychomotor learning outcomes in this study assess the ability to dance and sing. Psychomotor assessment is done by observation during learning activities. Students learn all the material while doing hands-on (practice). So that learning material will be easily accepted by students, learning will be meaningful, and students feel excited because they already know material about are using gymnastics and symbol banners.

6 CONCLUSION

Based on the process and the results of the development of local culture-based LKPD using Banyuwangi on the Theme of the Area Where My Stay can be concluded that.

1. The process of developing the LKPD on the theme of the Area of the Place where I live is based on local culture Using Banyuwangi in class IV SDN 01 Sukorejo runs optimally in accordance with the stages that have been determined, namely: (1) stages of eight studies and literature studies; (2) stages of drafting the LKPD; (3) product design validation stage; (4) the initial product design test phase; (5) initial product design revision stage; (6) product trial phase after revision; (7) product revision stage; and (8) reporting.
2. From the implementation of the product trial after the revision in class IV SDN 01 Sukorejo, it can be seen three domains of student learning outcomes, namely cognitive, affective, and psychomotor. In the cognitive domain results, one variable measured to determine the effectiveness of LKPD based on local culture using Banyuwangi is cognitive learning outcomes measured using tests after the learning process is completed. In the test questions there are indicators that represent each integrated subject, namely social studies, PPKn, SbdP, and Indonesian. From the results of tests conducted an average pretest 76.4 and 85.4 posttest had increased. Thus, it can be concluded that LKPD products based on local culture using Banyuwangi are more appropriate to use than the old LKPD which is general in nature.

Suggestion :

Based on the results of research that has been done, the suggestions that can be submitted are as follows.

1. For students, learning using LKPD based on local culture Using Banyuwangi can be fun learning, and making it easier for students to know the local culture of Using Banyuwangi, therefore it is recommended that students learn better in order to achieve the desired learning outcomes.
2. For teachers, it is hoped that they can develop an LKPD in accordance with the material needed to attract the attention of students and students are more active in learning, so that student learning outcomes can be achieved well.
3. For school principals, they should always provide enthusiasm, motivation and assistance to teachers to be able to develop teaching materials that are more innovative and interesting for students. Local culture-based LKPD using Banyuwangi can also be used as a material for consideration or reference for the development of better quality learning.
4. For other researchers, the results of this study are expected to be taken into consideration for developing more creative and innovative products using different materials

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