

Student Worksheet Development The Theme Of Beautiful Comic-Based Togetherness Grade Iv At Sdn 1 Tegal Badeng Barat Bali (Pengembangan Lembar Kerja Peserta Didik Tema Indahya Kebersamaan Berbasis Komik Kelas Iv Di Sdn 1 Tegal Badeng Barat Bali)

Maulina Azhari, Chumi Zahroul Fitriyah, Dyah Ayu Puspitaningrum

azharimaulina@gmail.com, dyahayu.fkip@unej.ac.id

Faculty of Teacher Training and Education, University of Jember

Abstract: *This study aims to determine the process and results of students developmet of worksheets (LKPD) based on the comic on grade IV theme “ Indahya Kebersamaan”SDN 1 Tegal Badeng Barat. This type of research is development research. Data collection methods in this research used interview, validation and questionnaire test methods. Data analysis techniques of student learning that are analyzed using pretest and posttest. Based on the results of the validation showed the results of validity of 92,38% with the validity of the questions of 86,6%, while the value of effectiveness concluded from student scores during the pretest and posttest tests is 80%, so it can the development of comic-based student worksheets on the theme of my ideals is very valid and effective for use in learning.*

Keyword: Development of Worksheets, Comic

Abstrak: Penelitian ini bertujuan untuk mengetahui proses dan hasil pengembangan lembar kerja peserta didik (LKPD) yang berbasis komik tema indahya kebersamaan pada siswa kelas IV di SDN 1 Tegal Badeng Barat, Bali. Jenis penelitian ini adalah penelitian pengembangan. Metode pengumpulan data dalam penelitian ini yaitu: (1) metode wawancara; (2) tes; (3) validasi; dan (4) angket, sedangkan teknik analisis data hasil belajar siswa dianalisis menggunakan *pre test* dan *post test*. Berdasarkan hasil validasi menunjukkan hasil kevalidan sebesar 92,38% dengan kevalidan soal sebesar 86,6%, sedangkan nilai keefektifan yang didapat dari skor siswa pada saat uji *pre test* dan *post test* adalah 80%, sehingga dapat diputuskan bahwa lembar kerja peserta didik yang dikembangkan sangat efektif. Artinya, pengembangan lembar kerja peserta didik berbasis komik pada tema indahya kebersamaan sangat valid dan efektif untuk digunakan dalam pembelajaran.

Kata kunci : LKPD, komik.

INTRODUCTION

Currently the development of curriculum in Indonesia has implemented kurikulum 2013. According to Mulyasa (2014-99), the theme of the 2013 curriculum is to produce productive, creative, innovative, and effective Indonesian people through the strengthening of integrated attitudes, skills, and knowledge. The implementation of curriculum 2013 is prepared to face a variety of problems and also educational challenges in the future by integrating attitudes, skills and knowledge for students. The 2013 curriculum itself was implemented through the provision of teacher books and student books by the government.

In grade IV elementary school there are 9 themes, one of which is the theme 1 beautiful togetherness. In theme 1 the beauty of togetherness discusses the various cultural diversity that exist in Indonesia. Theme 1 itself has 3 sub-themes, one of which is found in sub-theme 1 diversity of my nation's culture. Observations were made at SDN 1 Tegal Badeng Barat, Bali in grade IV. SDN 1 Tegal Badeng Barat, Bali is located in the District of Jembrana Bali, the reason for taking this school to be used as a research place because at SDN 1 Tegal Badeng Barat, Bali is still lacking in the use of LKPD that can make students excited and attract students, LKPD used is a worksheet of students that is only contained in the text of writing only and contains few pictures, the color of the student worksheet is still black and white and the need for development of the right student worksheet so as to make the power of thinking, creativity, and knowledge of students increase. It is a worksheet of students whose material is around the students.

When observations were made at SDN 1 Tegal Badeng Barat, Bali and analysis of the contents of the student book material was found that the student book presented on this sub theme is still not in accordance with the student's environment. Students who have a low level of knowledge make this student book difficult to accept by the student, therefore there needs to be a supporting tool for student books for the theme 1 indahnya the security of sub-theme 1 diversity of my nation's culture, namely with the help of LKPD.

Worksheets prepared with lkp form that attracts students through colored images and have an interesting story, this aims so that students do not get bored during the learning process of course and can improve the learning outcomes of students. In the development process lkp must be prepared carefully which is reviewed from the content of materials in accordance with the curriculum 2013 and Basic Competencies that have been set, and the appearance (design) used can make it easier for students in understanding the content of materials submitted by teachers in order to obtain maximum results.

The development of LKPD should be seen in terms of innovative learning through visual media that is fun for students. According to Sudjana and Rifai (2011), comics can be used for teaching materials in the form of comics. Comics can be used teaching materials because it can streamline the learning process of teaching students. Comics are developed

in the form of material in the form of conversational text and contains questions that are used after the learning is complete.

Based on the above problem, research needs to be done with the title "Development of Student Worksheets On The Beautiful Theme of Comic-Based Togetherness Grade IV at SDN 1 Tegal Badeng Barat, Bali.

METHOD

The type of research used in this study is a type of development research. Sugiyono (2016:407) said that *research and development* is research used to produce certain products, and test the effectiveness of such products. The research design used is the research design of Borg & Gall. There are 6 stages of research as follows: (1) research and data collection (*research and information collecting*); (2) *planning* (planning); (3) development of *preliminary product design* (developy from a product); (4) *preliminary field testing*; (5) revision of the test results (*main product revision*); and (6) field trials (*main field testing*).

Consideration in choosing this development model because the development model developed by Borg & Gall is interrelated between the implementation stages of one and the other stages. And the stages of implementation are very detailed. The design of this study is limited to the sixth stage on the grounds of lack of time and funds owned by researchers and because researchers review various thesis and articles conducted by students who have done the development of student worksheets, thesis and articles have not been done until the entire stage is incarnate is still in the learning stage to develop LKPD.

The place used when testing this development product was conducted in grade IV at SDN 1 Tegal Badeng Barat, Bali where 22 students from schools have implemented the 2013 curriculum at SDN 1 Tegal Badeng Barat, Bali.

Data collection instrument is a tool to obtain data that is then analyzed so that knowing the lkp developed is said to be valid or invalid from (a) validation sheet; (b) post/test; (c) student performance assessment sheet; and (d) the response questionnaire. The data collection techniques in this study are to use the following techniques:

1. Interview, conducted during field study to find out the teaching materials that are often used by grade IV educators at SDN 1 Tegal Badeng Barat, Bali.
2. Validation, granting validation sheets to expert validators and user validators. Validators are asked to give an assessment that is then used as a teaching material for the revision of LKPD products based on comics on the theme of the beauty of the togetherness of sub themes of diversity of my nation's culture.
3. Test, According to Sudjono (2011: 67), test is a way (that needs to be used) or procedure (which needs to be taken) when taking measurements and assessments in the field of education, in the form of assignments or a series of tasks either in the form of questions (which must be answered), or commands (to be done), by testee, so that (on the basis of data obtained from the results of such measurements) can be produced values that symbolize the behavior or

achievement of the testee; which values can be compared with the values achieved by other testee or compared to certain standard values. This test is conducted to measure the effectiveness of students obtained after learning.

- Questionnaires, questionnaires of student responses to know the opinions of students on the results of comic-based LKPD. Response questionnaires can be assessed by students by giving checklist (✓) in the column that corresponds to the student's opinion.

Data analysis in this study includes: (1) the validity of LKPD; (2) effectiveness of LKPD results; and (3) percentage of student responses.

1. Validity of LKPD

The score obtained from the validator is by scoring each instrument. The data of the results of the study was then determined by looking for the average value of the 4 indicators of each value that has been dibeikan by validators. Based on the value of the validator will then be determined the average value for each aspect of validity by using a validity formula. The formula of validity according to akbar (2016:83) is as follows.

$$V - ah = \frac{Tse}{Tsh} \times 100\%$$

information:

V-ah = Expert validatio

Tse = Total empiric score achieved
(Based on expert assessment)

Tsh = Total expected score

Furthermore, the total value of V-ah is referred to at the interval of determining the validity level of LKPD based on comic themes of various diversity in Indonesia. According to Akbar (2016:81), the validity criteria can be seen in table 3.3 as follows.

No.	Percentage Of Value Achievement	Validity Criteria
1	80% < the validity of LKPD ≤ 100%	Very valid or can be used without revisions
2	60% < the validity of LKPD ≤ 80%	Valid or can be used with minor repairs
3	40% < validity of LKPD ≤ 60%	Less valid, recommended not to use because it needs major revisions
4	20% < validity of LKPD ≤ 40%	Invalid or unusable
5	00% < validity of LKPD ≤ 20%	Very invalid- should not be used

2. Effectiveness of LKPD Results

Effectiveness is measured by the achievement of learning objectives (Warsita, 2008:278). The learning objectives that are achieved if students can learn happily during the learning process. The effectiveness of LKPD in achieving learning objectives is achieved through competency tests and then analyzed to determine the effectiveness of the use of comic-based LKPD on theme 1 beautiful togetherness

sub-theme of diversity of my nation's culture can be categorized effectively if ≥ 80% of the student competency test scores meet the minimum completion criteria (KKM).

1. Percentage of Student Response

At the time of the trial there is a questionnaire used to determine the response of students and the lack of LKPD developed percentage can be calculated using the following formula:

$$P = \frac{\sum x}{N} \times 100\%$$

information:

P = Percentage score

Σx = The number of assessment scores per respondent from each question item

N = Total answer score of all respondents.

RESULTS AND DISCUSSION

Research and data collection in this study is literature and field studies. This stage is classified as an easy stage in the process of developing student worksheets. Based on these 2 ways can be found some problems in learning activities, among others are as follows.

a. Literature Studies

Based on the results of the analysis of student books and teacher's books in grade IV theme 1 "the beauty of togetherness" Sub-theme 1 "Diversity of my nation's culture" ips material focus has been presented based on comics, validation implementation was carried out on April 13, 2021. Validation of practitioner experts is done by 1 grade IV elementary school teacher to find out the attractiveness of the student worksheets developed. The validation results performed by the validator are then analyzed to find out the feasibility of the lkpd developed. The results of the analysis of validation data by validators (presented in appendix H) obtained the following results:

$$V - ah = \frac{Tse}{Tsh} \times 100\% \\ = \frac{97}{105} \times 100\% \\ = 92,38\%$$

Based on the results of validation of development products obtained by 92.38% with the percentage of feasibility of the question is 86.6%. Scores obtained from feasibility test validation results from material expert validators and media experts. Then the total value of V-ah is referred to at the average interval of the validity level of LKPD with very valid validity criteria.

Furthermore, the trial phase of use, the trial was conducted in grade IV students at SDN 1 Tegal Badeng Barat, Bali. In this trial use activity, students are given the opportunity to learn using supporting teaching materials is a comic-based LKPD, then students are asked to fill out a *checklist* of the assessment scale. *Checklist* on skala assessment shows the percentage of students answering "Yes" and "No" in accordance with the question by 100% which means LKPD gets a positive response so there is no need for

revisions to the product. The next stage is an effectiveness test conducted on grade IV students at SDN 1 Tegal Badeng Barat, Bali. With the steps, students are first given a *pre-test* question. Then the product developed is tested by doing learning in the classroom. After the learning is completed, students are then given a test of learning results in the form of a *post test*. The success of the development of this student worksheet can be seen from the results of the journal percentage of competency tests of students who get scores above KKM or 70.

Based on the test data of student learning outcomes percentage of the number of students who completed the score above KKM are as follows:

$$\begin{aligned}\Sigma &= \frac{n}{n} \times 100\% \\ &= \frac{19}{22} \times 100\% = 87\%\end{aligned}$$

Based on the results of the trial use of comic-based student worksheet products can be known that in grade IV the average grade of students in *pre-test* is 59% and the average score of post *test* students is 84%. Thus the average results of students in *pre test* and *post test* increased by 25%. The learning results can be said to be complete by looking at the learning outcomes of students who get a score above KKM of 70. In grade IV students who are classified as a complete category as many as 19 students 87%. This shows that the product of Student Worksheet Based on Comic Theme 1 The Beauty of Togetherness Sub theme 1 Diversity of Bangsaku Culture is declared effective and successfully makes students understand the materials taught.

CONCLUSIONS AND SUGGESTIONS

Based on the discussion "Development of Student Worksheets Based on Comics Theme 1 The Beauty of Togetherness Sub theme 1 Diversity of Bangsaku Culture" can be concluded that the development process refers to the Borg & Gall procedure. The six stages carried out in the development process of lkpD this research are: (1) research and data collection; (2) planning; (3) initial product development; (4) preliminary testers; (5) early product design revisions; and (6) field trials. The result of this process is to produce a comic-based student worksheet product. The validity result of the development of comic-based student worksheets showed a validity result of 92.38% and for the validity of the question on lkpD of 86.6% conducted by expert validators. This shows that comic-based student worksheets can be used in very decent categories. Based on the results of the average calculation of scores in *pre test* and *post test* conducted in grade IV at SDN 1 Tegal Badeng Barat, Bali increased by 25% and the success of the comic-based student worksheets applied can be seen from the results of the student post test score with a percentage of 87%. This shows that the worksheets of students developed are very effective for use.

Based on the discussion in the previous chapters and the conclusions above suggestions in this study are as follows.

1. For teachers, it should be able to use LKPD that interests students and makes students excited in learning, one of which is a comic-based student worksheet.
2. Bagi researchers, should be able to create other LKPD innovations with different bases that are able to develop students' learning interests.
3. Bagi other researchers, this study should be able to improve things that need to be improved again such as providing more interesting characters.

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