Development of Student Worksheet Based on Contextual for Sixth Grade Students at MI Al-Usman Malang

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Abstract

The research's objective is to describe the process of developing contextual-based student worksheets while at the same time knowing the results of developing contextual-based student worksheets for students. To achieve this goal, the type of research used is Research and Development (R&D). Data collection techniques in this study were validation questionnaires and student responses. Data were analyzed through the level of validity and practicality of student worksheets (LKS) using a predetermined formula. The results of this development have resulted in student worksheets being declared very valid by students' worksheet and material design experts with an average value of 92%. Student satisfaction response questionnaire obtained by 90% can be said to be very practical. The conclusion of the study is that the use of student worksheets (LKS) can improve the vocabulary mastery of MI Al - Usman class VI Kedungkandang Malang students, especially in the ability to understand concrete learning

Keywords: Development, LKS (Student Worksheet), Contextual Based

1. INTRODUCTION

LKS is a learning tool that can be used in experimental activities, demonstrations, discussions, and can also be used as a guide in curricular tasks. Student worksheets also include variables that need to be observed/measured, how to conduct experiments, etc., so that student competence in identifying variables, planning experiments, etc. can be developed. In addition to providing exercises and questions for students, teachers use printed worksheets, because there are still few summaries of material and examples that students can understand. These things cause a lack of student response and student participation in learning, and will make it difficult for students to understand learning material (Mubarok & Rofi'ah, 2022).

Based on the results of observations in class VI at MI Al-Usman Malang, information was obtained that there was a lack of worksheets that could be used in schools, so that in conveying the material teachers often had difficulty providing concrete examples, most of them only relying on abstract examples. which may not necessarily exist in the student environment. Apart from the lack of learning resources, this is also the reason why students have difficulty receiving material, most of the books are damaged, while new books are not sufficient for all students. Apart from giving exercises and questions to students, teachers use printed worksheets, because there are only a few material summaries and examples that students can understand (Budi & Bamiro, 2023).

Teachers also realize that in their learning they still have not implemented an interesting, active and fun learning model. More and more teachers are relying on existing printed books. This problem causes a lack of student response and student participation in learning, and will make it difficult for students to understand the learning material (Palangkaraya, 2021). Contextually based LKS is an important thing, but the reality in the field is not as expected. This is not yet visible because students do not respond to the material taught by the teacher and are also not able to solve problems, while learning looks monotonous with the teacher explaining and students just reading, taking notes and listening without doing anything. Feedback from students. The class looks stiff and educators do not involve students in the learning process. So many students look bored, because students just sit quietly without any activities that involve students, the delivery is Abstract (Fauziah & Nurita, 2019).

This shows that the learning outcomes of class VI students at MI Al-Usman Malang are said to be still low. It can be seen from students who still have difficulty expressing opinions and drawing conclusions, students still have difficulty making sentences in different languages appropriately, distinctively and uniquely. Students are also still embarrassed and afraid to ask their teachers or friends. Based on this, it is necessary to follow up by looking for solutions to improve learning activities (Arnilawati dkk., 2018).

So that many students look bored, because students just sit quietly without any activities that involve students, delivery that is Abstract is difficult for students who still think concretely. When the teacher gives questions , students are still confused about how to solve them. Students remember more material without directly applying it, that's what makes students quickly forget and don't understand the questions in the problem. Lack of student enthusiasm in learning, there are still many students who interfere his friends, chatting with friends outside the subject matter, so when the teacher asks, many students do not understand and do not know (Mubarok dkk., 2020).

Lack of student response in answering the questions given educator Students still have difficulty in expressing opinions in group, it was found that only one or two children did the task in one group. This shows that the learning outcomes of students in class VI MI Al-Usman Malang is said to be still low. Visible from the participants students who are still difficult to express opinions and make conclusions, students still have difficulty in making sentences with different language precise, distinctive, and unique. Students are also still shy and afraid to ask the educator or friend (Mubarok & Rofi'ah, 2022).

Based on the description of the problems found, students need develop teaching materials creatively. In addition to LKS , the learning model used in the process learning also plays an important role in supporting activities and students' abilities. Contextual is a holistic learning process that aims to teach students to understand teaching materials meaningfully associated with the

context of life real, both related to the personal environment, religion, social, economic, and cultural, so it is necessary to develop an LKS based contextual. Aima Argues that the results of the study show Contextual method is more effective to make students get higher performance than the only structural method get an average or low score.

The objective of this research is to describe and understand the process of developing contextually based student worksheets for class VI students at MI Al-Usman Malang with objectives that are appropriate to the background of the problem above. This illustrates that this problem must be solved with a goal that can overcome this problem well.

In line with previous research conducted by (Aima & Suryani, t.t.), she Argues that the results of the study show Contextual method is more effective to make students get higher performance than the only structural method get an average or low score. The results of the study reveal that an atmosphere fun learning that has a relationship with reality in students' lives through contextual can improve achievement student learning, especially students of the 4th semester geographic faculty (Alfiani & Harijanto, t.t.). The findings show that there is a relationship which is very significant between learning styles, critical thinking skills and academic results. This suggests that there is a relationship close relationship between learning styles and critical thinking skills towards results student academic learning: (Fauziah & Nurita, 2019) Contextual Teaching and Learning (CTL) is a learning concept where the teacher bringing the real world into the classroom and encourage students to make connections between knowledge he has with its application in everyday life. Students gain knowledge and skills from a limited context, few bit by bit, and from the process of constructing itself, as a provision to solve problems in his life as a member society. (Rohaeti & Koswara, 2018) Johnson explained that there are seven main components of contextual learning, namely (a) constructivism, namely the view that new knowledge is built by students based on the knowledge students already have; (b) inquiry which includes activities: observing, formulating problems, proposing hypotheses, collecting data, analyzing data, and formulating conclusions; (c) asking questions that motivate, guide, and access students' knowledge; (d) building a learning community, namely creating conditions or situations where students and teachers learn from each other; (e) modeling, namely presenting models or examples that students can emulate through real objects, methods, or work methods; (f) reflection, namely reviewing the knowledge that has been learned as a reference for further thinking; (g) carrying out authentic assessments, namely accessing the entire process of learning progress.

Another previous research in similar topic was done by (Budi & Bamiro, 2023) they conducted rerearch on developing student worseheet and focued on technology development theme. Their result showed that appropriate and feasible to use by students. Their result was in line with (Palangkaraya, 2021),

(Tarigan dkk., 2022) but this research focused on science course. On the other hand, this resech focused on sixt grade material of MI Al-Usman Malang.

2. RESEARCH METHODOLOGY

Research and Development (R&D) was applied in this research. The aim of this method was to a product, it can be in the form of book, module, media, student worksheet, etc. R&D can be newly produced or improved the product that has beeb exist before. Researcheres in this study conducted research and development of LKS (worksheets Students). The eligibility level of LKS (Student Work Sheets) is known through some data such as material expert validation, media experts validation, and resposes from teachers and students. As researchers we chose Borg & Gall which outlines four steps for implementing research and development strategies as follows:

1. Research and data collection (research and information collection) which includes needs measurement, literature study, small-scale in-depth research, and value judgment.
2. Planning, namely drawing up a research plan, including the skills needed to conduct research, formulation of objectives to be achieved with the research, design or research steps, and perhaps limited scope.
3. Design validation, namely material expert validation, media expert validation, classroom teacher validation.
4. Revision of test results (main product revision). Revise validation results from experts (Nana Syaodih Sukmadinata 2006:169-170).
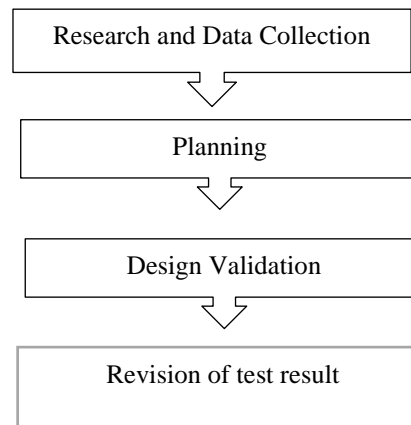

Figure 1. Research steps

The data of this research were data analysis of the needs and abilities of learning English student worksheets for class VI MI Al-Usman Malang students, Response data of MI Al-Usman class VI students after using the Student Worksheet. While the data source were 25 students of class VI MI Al-Usman Malang, English Subject Teacher, Lecturer in the EnglishEducation

study program, Nahdlatul Ulama University, Blitar. The research was done on odd semester academic year 2023/2024.

3. RESULT AND DISCUSSION

Before the questionnaire was given to the expert, the questionnaire was first validated by the instrument validator. In the validation activity there were several experts, namely: Muslihah, S.Pd., (Learning Expert), Maria Ulfa, M.Pd., (Media Expert), who had validated the English LKS (Student Worksheet) and the validation results included several aspects that described as follows:

Media Expert Validation

Table 3.1 Media Expert Validation

ITEM	INDICATOR EVALUATION	$\sum x$	$\sum xi$	Percent (%)	Criteria Validity	Information
LKS book media size	The suitability of the LKS book media size with KI and KD for teaching	4	5	80 %	Valid	Eligible
	The suitability of the LKS book media size with the content material	5	5	100 %	Very valid	Very eligible
LKS book media design	The color of the LKS book is interesting	5	5	100 %	Very valid	Very eligible
	Picture that interesting use and young	4	5	80 %	Valid	Eligible
	Size and type letter	5	5	100 %	Very valid	Very eligible
	Don't use too many letter combinations	5	5	100 %	Very valid	Very eligible
	Cover illustration LKS book media according to the theme or content material	5	5	100 %	Very valid	Very eligible
	Media title color counter LKS book with background color behind	5	5	100 %	Very valid	Very eligible
	LKS practicality	5	5	100 %	Very valid	Very eligible

The data listed above is the result of the process of calculation using the following formula:

$$P = \frac{\sum x}{\sum xi} \, x100\%$$

Note:

P = Eligibility

$\sum x$ = Number of assessment answers

$\sum xi$ = Highest number of answer

If Counted :

$$P = \frac{4+5+5+4+5+5+5+5+5}{5x9} \, x100\%$$

$$= \frac{43}{45} \, x100\%$$

$$= \textbf{95,5 \%}$$

From the result of media expert's validation showed that very high score, it can be concluded that this student's worksheet has a very decent level of validity. This is proved by the results of the media expert's validation that reach score 95.5%.

Learning Expert Validation

Table 3.2 Learning Expert Validation

No	Indicator	$\sum$×	$\sum$×í	Percent (%)	Criteria Validity	Information
1	Identify general learning goals	5	5	100 %	Very valid	Very eligible
2	Learning strategies	4	5	80 %	Very	Eligible
3	Design of learning materials	5	5	100 %	Very valid	Very eligible
4	The learning sequence is clear and easy to follow	5	5	100 %	Very valid	Very eligible
5	Accurate selection of materials	5	5	100 %	Very valid	Very eligible
6	LKS suitability with the learning objectives to be achieved	5	5	100 %	Very valid	Very eligible
7	LKS suitability with the conditions and strategies used	4	5	80 %	Very	Eligible
8	LKS media as a learning resource	4	5	80 %	Very	Eligible
9	Clarity in providing information	5	5	100 %	Very valid	Very eligible
10	LKS book media according to the students	4	5	80 %	Very	Eligible

The data listed above is the result of the process of calculation using the following formula :

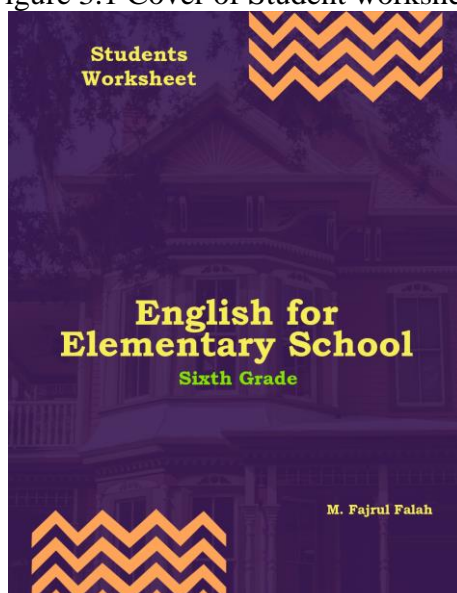$$P = \frac{\sum x}{\sum xi} \, x100\%$$

Note:

P   = Eligibility

$\sum x$ = Number of assessment answers

$\sum xi$ = Highest number of answer

$$P = \frac{5+4+5+5+5+4+4+5+4}{5x10} \, x100\%$$

$$= \frac{46}{50} \, x100\%$$

$$= \textbf{92} \, \%$$

From the results of the validation of learning experts, it can be said that this learning media has a very decent level of validity by obtaining a validity percentage of 92%.

Figure 3.1 Cover of Student worksheet

Student Responses Result

Table 3. Student Responses Result

No	Statement	Satisfaction				
		STS	TS	RG	S	SS
1.	Learning English at school is appropriate need			35%	35%	
2.	English learning is appropriate the material being taught			15%	80%	
3.	You can understand the English lesson explained by the teacher			40%	45%	20%
4.	You have difficulty learning English			20%	20%	45%
5.	Teachers use special strategies in learning English			20%	70%	
6.	Teacher's strategy in learning English already effective			20%	45%	20%
7.	There needs to be an interesting learning media					95%

	for study English					
8.	The media used in schools today are appropriate English learning			45%	45%	
9.	You like to learn English with use concrete rather than abstract worksheets			20%	45%	20%
10.	You want real learning by using LKS based on contextual				45%	45%

Based on the identification of learning media needs above, the researcher followed up with media and learning designs that were in line with what was expected by the sixth-grade teacher. The results of designing and identifying learning media produce LKS (Student Worksheets) which can explain concretely and can connect learning with real situations. From the student needs questionnaire, it was found that a percentage of 88% of students needed concrete learning in order to understand the material clearly, students liked using concrete learning media compared to abstract learning with a percentage of 74%, and a percentage of 88% of students wanted concrete learning.

Discussion

Implementation of the action in this study is to improve vocabulary mastery skills through the use of contextually based LKS book media for students of MI Al - Usman class VI Kedungkandang Malang. Considerations in choosing learning media can be seen in learning competence, target student characteristics, available time, time the costs required, and the technical quality of the media. Judging from the considerations above it can be concluded that contextually based LKS book media can be used because it is according to the characteristics of MI Al - Usman's children where learning must be carried out be interesting. Contextual-based LKS media is used because the display of objects or images on contextual-based LKS aims to provide an attractive and feels real.

The process of developing this contextually-based LKS book media uses research steps and development of the Borg and Gall model. The steps include: 1) Need Analysis, the researchers analyzed students' problems in learning English, especially in vocabulary. To obtain data at the needs analysis stage, researchers use Questionnaire, in this study using a questionnaire on preliminary research data and the final result. Unstructured Interview, the research interviews used with teachers were unstructured interviews. 2) Product Development, in developing products, researchers need to adapt product development to their need's analysis. 3) Product Testing, the researchers try products to find out their effectiveness. Sessions can be held in every classroom of sixth grade MI students at MI Al - Usman Kedungkandang Malang. 4) Product Revision, the researchers revised contextual-based worksheets as media suitable for sixth grade MI students at MI Al - Usman Kedungkandang Malang.

In this study, researchers compared the validation results with the previous one research by (Aprilia dkk., 2020) with the research title "Contextual-Based LKS Development In English Subject Class IV Students of SDN Pondok Pucung 01 City Tangerang Selatan". That the comparison is as follows: The results of the assessment of learning experts. In previous research there was no validation on learning experts but on the material experts, and previous research Meets valid criteria with research results the material expert test reached a validity level of 97% with the "very good" category. Whereas in this study, the results of the validation of learning experts can be said so that this learning media has a very decent level of validity by obtaining validity percentage 92%. The results of the media expert's assessment, in previous studies, the media expert test results reached 91% validity with the category of "very good" and worthy of testing. Meanwhile in this research from the results of media expert validation, it can be said that this learning media has a very good level of validity. This is evidenced by the results of the assessment of the media validator obtained a percentage of 95.5%. Another difference lies in the research subjects taken. In the previous study, the subject the students taken were fourth grade elementary school students, while in this study research was carried out the research subjects were MI class VI students.

Results of previous and current research analysis argues that the results of the study show Contextual method is more effective to make students get higher performance than the only structural method get an average or low score. As for the similarities between Previous research with current research are the same using the contextual method and the difference is the researcher (Aima 2016:2). The results of the study reveal that an atmosphere fun learning that has a relationship with reality in students' lives through contextual can improve achievement student learning, especially students of the 4th semester geographic faculty. Meanwhile The similarities between previous research and current research are Both use contextual methods and there are differences Previous researchers focused more on expressing a learning atmosphere that fun through contextual methods to improve achievement study (Alfiani & Harijanto, t.t.). The findings show that there is a relationship which is very significant between learning styles, critical thinking skills and academic results. This suggests that there is a relationship close relationship between learning styles and critical thinking skills towards results student academic learning. The similarities between previous studies with current research is the same method contextual and the difference is that previous researchers focused more on related issues with a very significant relationship between learning styles, abilities critical thinking and academic results (Mubarok, 2019), and (Choiriyah dkk., 2022).

4. CONCLUSION

Based on the results of research and discussion it can be concluded that the use LKS can improve the vocabulary mastery of MI Al - Usman students class VI MI Al - Usman Kedungkandang Malang, especially on the ability to understand learning concretely. The researchers analyzed students' problems in learning English, especially in understanding concretely. 1) Need Analysis, In this study using a questionnaire on preliminary and final research data results; 2) The research interviews used with teachers were unstructured interviews; 3) Product Development, In developing products, researchers need to adapt product development to their needs analysis; 4) Product Testing, Researchers try products to find out their effectiveness. Sessions can be held in each classroom of eighth grade MI students at MI Al - Usman Kedungkandang Malang; 5) Product Revision, the researcher revised the LKS as a suitable medium for sixth grade students of MI Al - Usman Kedungkandang Malang.

The results of the study show that contextually based LKS media is valid to be used for concrete and contextual understanding in learning English vocabulary. Contextual based LKS book media is appropriate to use and available two aspects, namely media , and learning . based on this product a mental retardation student satisfaction questionnaire for learning English vocabulary, this can be seen from the results of student satisfaction using LKS to get a percentage.

There was some suggestion, they are for Teachers, Teachers are expected to be more creative and innovative in using the learning media interesting for students and in accordance with the concrete description of the object so that the vocabulary taught is easy for students to understand. And teachers should always pay attention to the characteristics of each student so that learning is carried out can be more effective. In addition, teachers can always give rewards and encouragement to students so that students are more motivated in learning. For the Principal, Principals are expected to provide learning media that can support student learning, especially in classes that require learning related to concrete understanding for children. For other researchers, Researchers can develop contextually based LKS in a more detailed perspective.

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