

DEVELOPMENT OF THEMATIC STUDENTS WORK SHEET (LKPD) BASED ON 21th CENTURY COMPETENCY THEME 7 SUBTHEME 1 LEARNING 1 CLASS V SD LEDUG STATE

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Abstract: This study aims to produce a Student Worksheet (LKPD) based on 21st century student competence theme 7 subtheme 1 learning 1 in class V SDN Ledug. This research is a development study with development procedures according to Thiagarajan, Semmel and Semmel which include: defining, design, developing, disseminating. The results of this study indicate that: (1) Development of Thematic LKPD based on 21st Century Student Competencies Theme 7 Subtheme 1 Learning 1 in grade V of primary schools can be used as teaching material that can be used to supplement thematic teaching materials in primary schools, (2) Assessment validation of experts / experts on the results of the development of LKPD obtained an average of 4.1, which means valid, (3) Teacher's assessment of Thematic LKPD based on 21st Century Student Competencies Theme 7 Subthemes 1 Learning 1 in class V gained an average of 4.5 which included in the category of "Very Good", (4) Students' responses to Thematic LKPD based on 21st Century Student Competence Theme 7 Subtheme 1 Learning 1 in class V obtained an average of 3.6 which means "Very Agree".

Keywords: LKPD, Thematic, 21st Century Student Competencies

Abstrak: Penelitian ini bertujuan untuk menghasilkan Lembar Kerja Peserta Didik (LKPD) berbasis kompetensi peserta didik abad 21 tema 7 subtema 1 pembelajaran 1 di kelas V SDN Ledug. Penelitian ini merupakan penelitian pengembangan dengan prosedur pengembangan menurut Thiagarajan, Semmel dan Semmel yang meliputi: pendefinisian (*define*), desain (*design*), pengembangan (*developm*), penyebaran (*disseminate*). Hasil penelitian ini menunjukkan bahwa: (1) Pengembangan LKPD Tematik berbasis Kompetensi Peserta Didik Abad 21 Tema 7 Subtema 1 Pembelajaran 1 di kelas V sekolah dasar dapat dijadikan sebagai bahan ajar yang dapat digunakan untuk melengkapi bahan ajar tematik di sekolah dasar, (2) Penilaian validasi pakar/ ahli terhadap hasil pengembangan LKPD memperoleh rata-rata 4,1 yang berarti valid, (3) Penilaian guru terhadap LKPD Tematik berbasis Kompetensi Peserta Didik Abad 21 Tema 7 Subtema 1 Pembelajaran 1 di kelas V memperoleh rata-rata 4,5 yang termasuk dalam kategori "Sangat Baik", (4) Respon peserta didik terhadap LKPD Tematik berbasis Kompetensi Peserta Didik Abad 21 Tema 7 Subtema 1 Pembelajaran 1 di kelas V memperoleh rata-rata 3,6 yang berarti "Sangat Setuju".

Kata Kunci: LKPD, Tematik, Kompetensi Peserta Didik Abad 21.

PRELIMINARY

Education is an effort to educate the sons and daughters of the nation. Education is the earliest and most influential thing for life in the future. Therefore, changes or developments in education are things that are supposed to occur in line with changes in cultural life.

Education is very important in facing the challenges of the 21st century. The 21st century is an era of

globalization, where information and communication technology is increasingly developing which triggers the advancement of science. Research and Development Ministry of Education and Culture, 2013 (Daryanto, 2017: 2) formulates that the 21st century learning paradigm emphasizes the ability of learners to find out from various sources, formulate problems, think analytically and collaboratively, and have collaboration in solving problems.

This is in accordance with the demands of the 21st century where students must have the competence of thinking and learning known as 4C. Sri Sulistyorini, et al (2018: 138) states that students in the 21st century are equipped with 4 skills known as 4C including: communication (communication), collaboration (collaboration), critical thinking and problem solving (critical thinking and problem solving), creative and innovative (creativity and innovation). With 4C competence, students are expected to be able to interact with other people and the environment and build meaning and appreciate and adjust in appropriate ways. In order for students' 4C competence to develop properly, students need to be familiarized with learning activities that can train 4C competencies

Classroom learning is currently more dominant to teachers because teachers play an active role, while students tend to be passive. The passive attitude of students can reduce their involvement in the learning process that can result in a decrease in students' interest in participating in the learning process. Tantri, et al (2015: 51) state that learning that can train 21st century skills must be student-centered learning, teamwork, and learning related to the context of students' daily lives. One of the fundamental challenges in primary schools is the incompatibility of teaching materials with curriculum demands as a main component in the learning process.

Educators prefer to use teaching materials that are already available, just use it without analyzing the suitability of teaching materials with curriculum demands. Besides LKPD that is used in schools only contains questions in the form of essays and students are assigned to answer them. There is no problem solving process, creating creativity, collaborating with students so that it is not able to encourage the growth of critical thinking in students.

Based on the description above, it is necessary to propose a solution namely the development of thematic LKPD based on 21st century competency of students. LKPD developed consists of an activity sheet containing tasks and must be completed by students.

RESEARCH METHODS

Types of research

This research is a Research and Development (R&D) research. According to Gay, Mills, and Airasian (Emzir 2012: 263) in the field of education the main purpose of research and development is not to formulate or test theories but to develop effective products for use in schools. To be able to produce products the research carried out based on needs analysis.

Development Procedure

The development procedure used refers to the 4-D research and development model according to Thiagarajan (Trianto, 2014: 232), which consists of four stages namely Define, Design, Developm, Dessiminate. This study uses a 5E collaborative learning model.

Trial Subjects

The subjects of this study were 27 students in grade V of SDN Ledug in the academic year 2019/2020, amounting to 27. The taking of these subjects was chosen based on the initial observations made by researchers of students in class V of SDN Ledug.

Data Collection Techniques and Instruments

Data collection techniques used in this study were observation, interviews, LKPD assessment sheets, teacher response questionnaire sheets, student questionnaire response sheets. While the data collection instruments used were: interview guidelines and questionnaires. Raise used among them: the validation of the LKPD expert questionnaire, the teacher response questionnaire, and the student response questionnaire.

Data Analysis Technique

Data analysis techniques in this study used qualitative data analysis techniques and quantitative data analysis. Qualitative data analysis was used as material for the revision of LKPD which was developed while quantitative data analysis was obtained from expert validation, teacher response questionnaires, and student questionnaire responses in the form of a score of the product developed, LKPD based on 21st century student competencies.

DISCUSSION

The results of this study are based on preliminary analysis through observation and interviews. Learning still uses simple and unattractive LKPD, the teacher only photocopies the questions in the teacher's handbook to become LKPD, the teacher has no time to make LKPD so the teacher only writes questions on the board, and displays the questions using LCD to be done by students. This research refers to the steps of developing Thiagarajan, Semmel and Semmel 4-D. In order to obtain the development of Thematic LKPD Based on Student Competence Theme 7 Subtheme 1 Learning 1 in Elementary Schools.

Before being tested, LKPD was validated by experts / experts that have been determined by researchers to determine the feasibility of LKPD as a result of the development. Based on the validation assessment by the expert / expert obtained an average of 4.1 included in the category of "Valid" this means that the development worksheet is worth testing. Evaluation of teacher responses is done after the learning process is complete. Based on the calculation results of teacher responses to the development worksheet, an average of 4.5 is included in the "Very Good" category. This means that the teacher agrees with the development of LKPD to assist learning activities in the classroom.

Student response questionnaire sheets filled out at the end of learning by all students with the guidance of the teacher. Based on the calculation of students' questionnaire responses obtained an average of 3.6 included in the category "Very Agree". The application of the development worksheet is carried out in class V of the elementary school. The use of LKPD as a result of this development uses the 5E learning model: Engage, Explore, Explain, Extend, Evaluate.

CONCLUSION

Based on the results of research and data analysis on the development of Thematic LKPD Based on 21st Century Student Competence Theme 7 Subtheme 1 Learning 1 Class V Ledug SDN, it can be concluded that: (1) The LKPD generated from Thematic LKPD development based on 21st Century Student Competencies Theme 7 Subtheme 1 Learning 1 Class V, (2) this development refers to the steps of S.Thiagarajan, Semmel and Semmel. (3) The results of the expert / expert validation on the development of LKPD obtained an average of 4.1, which means valid. (4) The results of the questionnaire teachers' responses to the development of LKPD obtained an average of 4.5 included in the excellent category. (5) The results of the questionnaire responses of students to the development of LKPD obtained an average of 3.6 which means very much agree.

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