

Developing Educational Work Sheets Based on Learning Motivation in Elementary School Level in Indonesia: A Case Study

Rischa Alvionita, Rufi'i, Retno Danu

Universitas PGRI Adi Buana Surabaya

Jl. Dukuh Menanggal XII Surabaya, Indonesia

Abstract

This study aims to produce a complete and interesting students' worksheet in order to increase students' motivation. This study used qualitative research. The product expected from the results of the development in this study was that the students' worksheets for fourth grade students of State Elementary School (SDN) Banyu Urip II Surabaya, Indonesia with the theme "How Rich My Country is" that were completed, detailed, interesting, and comprehensive. The research instruments used in data collection consisted of: (1) learning devices, (2) validating the development of student worksheets, (3) the results of developing student worksheets, (4) The results of research developing student worksheets. The results of the study showed that the students' worksheets were interesting for students in the implementation of classroom learning and could motivate the students.

Keywords

Students' Worksheets, Motivation, Elementary School

I. Introduction

Education is learning the knowledge, skills, and habits of a group of people which are transferred from one generation to generation through teaching, training, or research. Education often occurs under the guidance of others, but it can be also in the form of independent learning. Every experience that has a formative effect on the way people think, feel, or act can be considered education. Education is generally divided into stages such as preschool, elementary school, secondary school and then college, and university. A right to education has been recognized by several governments. Although education is compulsory in most places until a certain age, this form of education by attending school is not often implemented, and a small number of parents choose for home-schooling, e-learning or similar education for their children. Given the important role of education in character building and attitudes, and as an effort to improve the quality and relevance of basic education, the government carries out curriculum development,

Suyanto, Paidi, and Wilujeng (2011, p.2) argues that the students' worksheet is teaching material that is packaged in an integrated manner allowing students to study the material independently. In this case, the teacher acts as a facilitator, so that with the existence of students' worksheet, it is expected that students are more active in learning. From this explanation, According to Nurhana (2012), students' worksheet has several functions including: (1) as teaching materials that can minimize the teacher's role and maximize students' participation, (2) as instructional materials that make it easier for students to understand the material provided, (3) as a teaching material that is concise and rich in the task of practicing, and (4) facilitating the implementation of teaching to students. The structures of the students' worksheet in general are: (1) the title of the activity, themes, sub-themes, classes and semester, and the topic of activities in accordance with the basic competences and class identity, (2) learning objectives in accordance with the basic competences, (3) tools and materials, if needed, (4) working procedures, containing work instructions for students that serve to facilitate students in learning activities, (5) data tables, containing tables where students can record observations or measurement. Activities that do not require data can be replaced with an empty

table/box that can be used by students to write, draw, or count, and (6) discussion material, containing questions that guide students to do data analysis and conceptualization.

The circulating students' worksheets at schools consist of many questions, so students who learn in their classes by using students' worksheets feel bored, and sometimes the methods of presentation are less varied. Moreover, it is found some mistakes in the words, sentences, and formulas that make students find it difficult to understand. Muljono (2007, p. 7) argues that good textbooks are books that contain information, messages, and knowledge poured in written forms that can be communicated well and do not confuse the reader. Hamalik (2003) says that the students' worksheet is one of the learning resources that can be developed by educators as facilitators in learning activities. Students' worksheet that is prepared can be designed and developed in accordance with the conditions and situations of the learning activities. Meanwhile, according to the Ministry of National Education (2008), students' worksheets are sheets containing tasks that must be done by students. Students' worksheets are usually in the form of instructions and some steps to complete a task. The advantage of using students' worksheet is to make easier for educators to carry out learning and stimulate students to learn independently and complete a written task. According to Trianto (2009, p. 222), the students' worksheet can be a guide for training the development of cognitive aspects and guidance for the development of all aspects of learning in the form of an experiment or demonstration guide.

II. Methods

This research was a descriptive research. This research aims to develop a students' worksheet for fourth grade students of State Elementary School (SDN) Banyu Urip II Surabaya, Indonesia with the theme "How Rich My Country is". According to Sugiono (2009), research and development is a kind of research method that is used to generate certain product and assess the effectiveness of the products. By developing the worksheet for each learning activities, students can be creative according to their level of thinking. Therefore, the research method used was the Research and Development (R&D) research method. The steps of the

methods included: (1) discussion and Information collection, (2) planning, (3) developing preliminary product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation.

III. Result and Discussion

1. Result

The results obtained from product validation in the form of students' worksheet modules in the coloration aspect consisting of two criteria by content experts and colleagues showed that the color combinations in the students' worksheet module products were good but it needed to be revised by giving brighter colors so that students were more motivated in doing the work, and the content of material was good and feasible to use. The material presented was material that was in accordance with scientific truth, but it needed to be added a description of the material to several images. Thus, the images presented could convey the messages. Without the description of the material, the function of the image was not maximal.

Regarding the validation results of the word and language use aspect that consisted of 4 criteria from the content expert and from colleagues, it showed that the use of spelling, terms and sentence structure was good but it was necessary to pay attention to the punctuation writing which refers to the enhanced spelling. The information presented was quite clear. The language used was quite effective for writing students' worksheet modules, so that it is efficient for presenting material.

Additionally, validation results of display aspects in the students' worksheet module consisting of 2 criteria by content experts and colleagues showed that the sheets for students' activities encouraged curiosity, students' interaction with learning resources, group learning, self knowledge building, and students' motivation to apply the contents of the reading in their everyday life. Font selection could be raised to produce more varied writing.

Validation results from content experts, design experts and colleagues are presented in the following table:

Table 1 : Validation Result from the Content Expert

No	Aspect	Criteria	Score	Suggestion
1	Coloring	Attractive color combination	3	
		Conformity of the presentation of images and material discussed	4	Image / color is brighter
2	Word and Language usage	Use Indonesian language that matches the enhanced spelling (EYD)	4	
		Suitability of language with the level of thinking of students	4	
		The use of language politeness	3	
		Accuracy of dialogue / text with stories / material	3	

3	Display on the Module	Image design gives a positive impression so that it can attract interest in learning	4	
		The type of letters used are clear and legible	3	Font enlarged
4	Presentation	Presenting media supports students to be involved in learning	4	
		Presentation of media is carried out in a coherent manner	4	
		Presentation of interesting images	4	
Total			40	
Percentage			90,9 %	

Table 2 : Validation Result from the Design Expert

No	Aspect	Criteria	Score	Suggestion
1	Coloring	Attractive color combination	3	
		Conformity of the presentation of images and material discussed	3	
2	Word and Language usage	Use Indonesian language that matches the enhanced spelling (EYD)	4	
		Suitability of language with the level of thinking of students	4	
		The use of language politeness	4	
		Accuracy of dialogue / text with stories / material	3	More natural
3	Display on the Module	Image design gives a positive impression so that it can attract interest in learning	3	
		The type of letters used are clear and legible	3	
4	Presentation	Presenting media supports students to be involved in learning	4	
		Presentation of media is carried out in a coherent manner	3	
		Presentation of interesting images	4	
Total			38	
Percentage			86,4 %	

Table 3 : Validation Result from colleagues

No	Aspect	Criteria	Score	Suggestion
1	Coloring	Attractive color combination	4	
		Conformity of the presentation of images and material discussed	4	
2	Word and Language usage	Use Indonesian language that matches the enhanced spelling (EYD)	4	
		Suitability of language with the level of thinking of students	4	
		The use of language politeness	4	
		Accuracy of dialogue / text with stories / material	4	
3	Display on the Module	Image design gives a positive impression so that it can attract interest in learning	4	
		The type of letters used are clear and legible	4	
4	Presentation	Presenting media supports students to be involved in learning	3	
		Presentation of media is carried out in a coherent manner	3	
		Presentation of interesting images	4	
Total			42	
Percentage			95,4 %	

2. Discussion

Validation results from content experts had 4 aspects consisting of 11 criteria with a maximum score of 44. Obtaining an empirical score of 40 meant that this module is good and suitable for use in fourth grade students. Validation results from design or design experts had 4 aspects consisting of 11 criteria with a maximum score of 44. Obtaining an empirical score of 38 meant that this module is good and suitable to be used on fourth grade students. The results of validation from peers were from 4 aspects consisting of 11 criteria with a maximum score of 44. Obtaining an empirical score of 42 meant this module is good and suitable for use in fourth grade students. The module product was being tested in fourth grade students as an experimental class. Students carried out all activities in the module including working on the test sheet and then evaluating the test results. There were 80% of students who were declared passing the tests while 20% of students were declared not to pass the tests. It was calculated from the number of 20 students in which 16 students got the above average scores

and those who got below the average score were 4 students.

$$\text{Percentage of graduation} = \frac{\text{The number of students reaching passing grade}}{\text{Total number of students}} = \frac{16}{20} \times 100 = 80\%$$

This means that the module that was developed helped students achieve the expected competencies. While the number of responses from students was 66%. Hence, the level of assessment of students' responses in percentages was done by the following process: The number of students' response scores obtained = 663 (empirical score), and the maximum score for all items was $100 \times 10 = 1000$.

$$\text{Students' Response Score} = \frac{\text{Empirical score}}{\text{Maximum score}} \times 100\%$$

$$= \frac{663}{1000} \times 100\% = 66\%$$

IV. Conclusion And Recommendation

1. Conclusion

This development research that produced the students' worksheet module as a learning media developed in fourth grade students of elementary school was stated to have high feasibility seen from the completeness, attractiveness. The module was easily understood by students, and it was in accordance with the basic competencies and indicators that must be achieved. The module that was developed was able to improve the learning motivation and the learning outcomes of fourth grade of elementary school students. From the results of the responses of students after using the product of the modul development, 80% of students were motivated in improving learning outcomes. It was proven by the calculation that from the total of 20 students, 16 students got the above of avareg scores and only 4 students got below the avarage score.

2. Recommendation

Based on the results of the developmental research presented in the previous section, researchers gave some suggestions: (1) The product of this developmental research could be used as an alternative learning media to the fourth grade of elementary school; (2) The module as the product of developmental research could be further developed and used for all formal and non-formal educational institutions.

References

- [1]. Ministry of National Education, (2008). *Lembar kerja peserta didik 2008*. Jakarta: Depdiknas.
- [2]. Hamalik, O. (2003). *Kurikulum dan pembelajaran*. Jakarta: PT Bumi Aksara.
- [3]. Muljono, P. (2007). *Pengukuran dalam bidang pendidikan*. Jakarta: Gramedia.
- [4]. Nurhana, Zizah. (2012). *Penggunaan bahan ajar Lembar Kerja Siswa (LKS) untuk meningkatkan efektivitas pembelajaran pendidikan agama Islam bagi siswa kelas XI IPS di SMAN 1 Klirong Kebumen*. Skripsi. Yogyakarta: Universitas Islam Negeri Sunan Kalijaga.
- [5]. Sugiono. (2012). *Metode penelitian pendidikan (pendekatan kuantitatif, kualitatif, dan R&D)*. Bandung: Alfabeta.
- [6]. Suyanto, Paidi, & Wilujeng, I. (2011). *Lembar kerja siswa. Paparan Ilmiah*. Universitas Negeri Yogyakarta. Yogyakarta.
- [7]. Trianto. (2009). *Mendesain model pembelajaran inovatif*

- progresif. Jakarta: Kencana Prenadamedia Grup.*
- [8]. Trianto. (2009). *Model-model pembelajaran inovatif berorientas konstruktivistik. Jakarta: Prestasi Pustaka.*