



## Development of Novel Learning LKPD Contextual-Based Approach for Class XII High School Students

Afifatur Rohmah Al Faruq; Iing Sunarti; Nurlaksana Eko R; Sumarti; Siti Samhati

Post Graduate Programs of Lampung University, Indonesia

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### **Abstract**

The purpose of this study is to produce a novel appreciation novel based on a contextual approach and describe its feasibility. This research uses research and development methods or Research and Development (R&D). The research procedure is carried out by adopting three out of ten steps in the research and development procedure according to Borg and Gall so that operational products in the form of LKPD are obtained. This research was carried out through observation, interviews, and questionnaire distribution in two schools in Lampung Province, including SMAN 17 Bandar Lampung and SMAS Tamansiswa Teluk Betung in the 2022/2023 academic year. Product design validation is carried out by relevant experts and peer assessment. The results of research and discussion can be concluded that "LKPD novel appreciation is declared suitable for use by grade XII high school students. The feasibility of the trial results, which were carried out by three teacher assessments (practitioners), namely practitioner I of 91, practitioner II of 92, and practitioner III of 90. The average obtained from the three practitioners of 9:1 is in the range of 82-100 values with the decent category.

**Keywords:** *Development; LKPD; Contextual*

### **Introduction**

One of the success factors in learning is determined by the selection of teaching materials. Teaching materials are a set of materials that are arranged systematically both written and not so as to create an environment / atmosphere that allows students to learn (Daryanto and Dwicahyono, 2014: 171). The availability of teaching materials as learning resources in the classroom can create a more meaningful learning process so that teachers and students can synergize well. There is synergy in the learning process, there will be feedback between teachers, teaching materials, and students in the context of understanding the core of learning so that learning objectives can be achieved.

The form of teaching materials can be written materials or unwritten materials. Several types of teaching materials, one of which is teaching materials in the form of Student Worksheets (LKPD). Student Activity Sheets (LKPD) are sheets containing tasks that must be done by students (Ministry of Education, 2008: 12).

One of the subjects to be achieved in the 2013 Curriculum is Indonesian regulated by Permendikbud number 24 of 2016 concerning Core Competencies and Basic Competencies of lessons in the 2013 curriculum in primary and secondary education. The Indonesian lessons in the 2013 Curriculum generally aim to enable students to listen, speak, read, and write.

One aspect of language skills that is quite important, namely writing skills. Through writing a person can reveal his thoughts and ideas to achieve a certain goal. Learning materials for writing skills have various forms, including appreciating a novel.

Researchers establish two types as a basis for students in appreciating the content of the novel. The two types in question are *grammatical* interpretation (according to language), and *interdisciplinary interperation*. This type of determination is based on core competencies and basic competencies as stated in the 2013 curriculum (revised results), especially for Class XII high school students. The basic competencies in question are contained in 3.4 analyzing the language of the stories contained in the historical novels read. Meanwhile, the elements of the novel studied are *linguistic elements that exist in historical novels (sentences that mean past, words that express time sequences, indirect sentences, mental verbs, adjectives, and the use of figurative meanings)*.

Given the importance of understanding the content of novels, researchers felt the need to develop literary teaching materials based on *contextual approaches* to improve the appreciation skills of high school students. Student appreciation activities, especially in their ability to re-explain the content of the story by emphasizing the subtlety of meaning through beautiful expressions or language based on the novel *Buya Hamka: Serangkai Arti di Mihrab ULama*, karya (Basral: 2022).

For this reason, it is undeniable that teaching materials are quite important for classroom learning. However, the availability of comprehensive teaching materials is still a problem for teachers in learning activities. In addition, the fundamental thing is the limited ability of teachers to develop material in the form of learning LKPD, especially novel appreciation material.

This also happened in several existing high schools, such as SMA Negeri 17 Bandar Lampung and SMAS Taman Siswa Teluk Betung Bandar Lampung. Reality shows that LKPD novel appreciation learning is not yet available in these schools. This is based on the dissemination of questionnaires about the needs of LKPD learning, especially in novel appreciation learning. The results of the questionnaire analysis (2023) for teachers in high school show that 100% of LKPD learning novel appreciation is needed. For this reason, there is no other reason and it is understandable that LKPD learning, especially novel appreciation is needed.

## **Research Methods**

This research is research *and development* (R & D). The research procedure for this research, the author is based on the opinions of Borg and Gall in Sugiyono (2016: 297) which states that there are ten steps for implementing research and development techniques, namely (1) *Research and information collection*, (2) *Planning*, (3) *Develop preliminary form of 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*.

On this basis, the ten steps in the Borg and Gall research and development model are not all carried out by researchers. However, this research will be tailored to the needs and abilities of researchers. The steps resulting from the adaptation, the researcher simplifies into three stages that are tailored to research needs, namely (1) Preliminary Study, (2) Making Product Design Design, and (3) Product Development.

Data collection techniques or methods are carried out by observation, interview, and questionnaire techniques. The observations made, namely the learning process carried out by the teacher with students. Interviews are conducted with teachers after the learning process to get direct verbal responses. The interview topic is designed and focused according to the needs of teaching materials (LKPD) novel appreciation for grade XII high school students.

After that, questionnaires are used for assessment of teaching materials, learning, and expert or expert development products. Data sources in field trials were conducted at SMAS Tamansiswa and SMA Negeri 17 Bandar Lampung. Furthermore, the data analysis technique is carried out by quantitative means of dikonversi to qualitative data to obtain data descriptions and conclusions. Conversion of quantitative data into qualitative data using the theory of Riduwan & Sunarto (2009: 23).

Table 3.6 Conversion of Quantitative Data to Qualitative Data

Value	Score Range	Percentage	Qualitative Data
A	3,51 – 4,00	81%-100%	Very Worth It
B	3,01 – 3,50	61%-80%	Proper
C	2,51 – 3,00	41%-60%	Pretty Decent
D	2,01 – 2,50	21%-40%	Less Decent
E	≤ 2,00	0%-20%	Very Less Feasible

Source: Riduwan & Sunarto (2009: 23)

## Result and Discussion

This chapter contains a discussion of data related to research. Data discussion is a series of actions in discussing data. The discussion of this data contains the exposure of the results of research that has been carried out regarding the findings obtained regarding the potential development of teaching materials, data collection, the process of developing teaching materials, evaluation, and revision so that an operational product prototype in the form of "LKPD Tracking Novels with Contextual".

The results of preliminary studies are used to design and develop products. This stage was carried out through observation and interviews at two schools in Bandar Lampung, namely SMAS Taman Siswa Teluk Betung and SMA Negeri 17 Bandar Lampung in class XII. The findings are in the form of potential development of Student Activity Sheets (LKPD), and data collection of LKPD development Indonesian, tracking novels.

The results of observations and interviews conducted on Indonesian lesson teachers show that the LKPD used as teaching materials is in accordance with the Core Competencies (IC) and Basic Competencies (KD), but is still general. In addition, there is no contextual approach to LKPD that is used, especially in novel appreciation materials. The teacher's approval was obtained from the results of interviews for the development of teaching materials in the form of LKPD. The development of LKPD is complemented by the use of contextual approaches in accordance with the needs and characteristics of students in Bandar Lampung City.

The results of interviews conducted with class XII teachers at SMAN 17 Bandar Lampung and SMAS Tamansiswa TBU, showed that the presentation of LKPD and package books commonly used was in accordance with their learning objectives. However, there are still some obstacles experienced by students, namely the LKPD used has not presented stages of preparation techniques or steps that can help and direct students to develop ideas in appreciating novels. In addition, the assignments and evaluations contained in LKPD have not built a complete understanding of students' concepts of the material and its application.

Based on the description of the problem, teachers agree if enrichment is given combined with a contextual approach, taking into account the characteristics of high school students and suitability with the learning objectives to be achieved. The material is expected to be combined with the use of a contextual approach as an effort to improve students' ability to appreciate novels. In accordance with the provisions of the Ministry of National Affairs(2008: 13) that *student work* sheets are sheets containing assignments that must be done by students. Activity sheets are usually in the form of instructions or steps to complete a task in accordance with the basic competencies to be achieved.

Next, the initial product manufacturing stage refers to the literature, that is, adjusting to the KI, KD and indicators. After a literature review, the following steps are then carried out. (1) making LKPD questions that are adjusted to KI, KD and indicators, questions consisting of questions for individual activities, group activities, daily tests, and (3) designing LKPD. The design of LKPD teaching materials includes (a) learning guides, (b) competencies to be achieved, (c) material deepening, (d) individual/group assignments.

The next step is to develop the product design design into an initial product in the form of LKPD. The feasibility components of content, language, presentation, and graphics in LKPD are needed to support the achievement of these development goals. Furthermore, evaluation is the stage of assessing the feasibility of the resulting LKPD. The feasibility of LKPD in this study was carried out through relevant expert / expert tests, peer assessment, namely teachers in the field of study Indonesian.

The initial product was tested expertly through filling out the LKPD feasibility questionnaire by lecturers of the FKIP Unila education study program, namely Dr. I Wayan Ardi Sumarta, M.Pd., as evaluator I and Daniel Rinaldi, S.T., M.Eng. as evaluator II. This, the resulting assessment is as follows.

The assessment of student activity sheets by evaluator I is LKPD Tracking Novels with a Contextual Approach is categorized as feasible to be produced after revisions and improvements in accordance with expert / expert advice. As evaluator I, Dr. I Wayan Ardi Sumarta, M.Pd., suggested to improve 1) the need for material context so that there is continuity and continuity of material so that it is easier to understand by students, 2) it needs to be supported by examples of novel story fragments, 3) pay attention to the selection of font size, and 4) need to attach clear sources to the novel quotations taken, as in the following image.

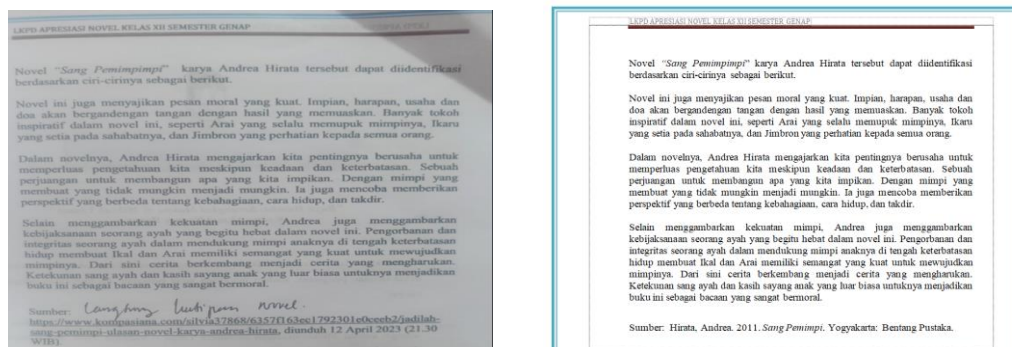


Figure 4.3 Improvement in attaching clear sources to novel citations

The assessment of student activity sheets by evaluator II is LKPD Tracking Novels with a Contextual Approach is categorized as feasible to be produced after revisions and improvements in accordance with expert / expert advice. The advice of evaluator II, Daniel Rinaldi, S.T., M.Eng. is to improve 1) the use of good and correct Indonesian rules, 2) the size of additional animated images should be adjusted, not too large, 3) attach sources or photo references, 4) pay attention to the selection of font size, and 5) consistency in giving titles, namely the word *Activity 2* should be replaced with *Learning Activity 2*, as in the following image.

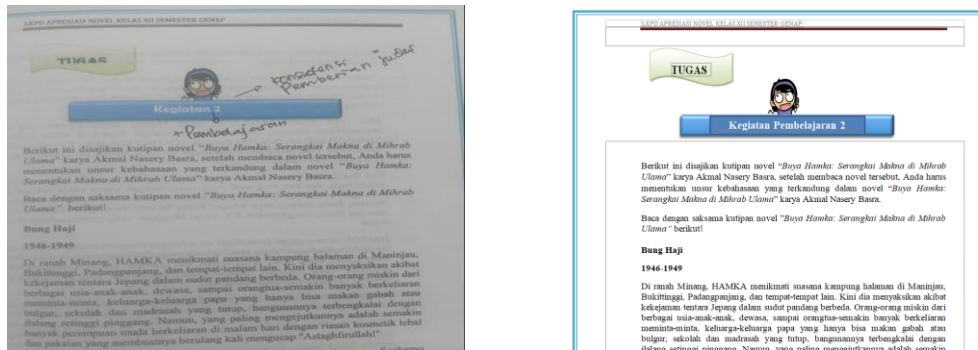


Figure 4.4 Improved Consistency of titling

The assessment of student activity sheets by evaluators I and II is LKPD Tracking Novels with a Contextual Approach is categorized as feasible to be produced after revisions and improvements in accordance with expert advice. The improvements made in the form of presenting theories and images in LKPD explained the source both in the text and given a bibliography. In addition, consistency in the title of the word *Activity 2* should be replaced with *Learning Activity 2* has been improved as suggested by evaluators I and II. After the LKPD is improved according to expert advice so that it is declared valid and feasible as teaching material, research continues on product trials. Product trials are carried out through LKPD feasibility assessment questionnaires by users.

The main product trials are peer / practitioner tests, namely teachers as the target users of LKPD in learning Indonesian at school. The peer test was conducted by Indonesian teachers in class XII at SMAS Tamansiswa TBU and SMAN 17 Bandar Lampung. The assessment was conducted by assessors I, II, and III, respectively, Mira Salviani, M.Pd. as a teacher at SMAS Tamansiswa TBU and practitioner, Andhita Marcelia, S.Pd. as a Indonesian teacher at SMAS Tamansiswa, and Rr Eko Puji Astuti, S.Pd. as a Indonesian teacher at SMAN 17 Bandar Lampung.

Based on the peer test data, the feasibility calculation of LKPD Tracking Novels with Contextual is obtained as follows.

The maximum value of the questionnaire is  $25 \times 4 = 100$

$$\text{Practitioner value I} = \frac{91}{100} \times 100 = 91$$

$$\text{Practitioner II grade} = \frac{92}{100} \times 100 = 92$$

$$\text{Practitioner grade III} = \frac{90}{100} \times 100 = 90$$

$$\text{Average value} = \frac{91+92+90}{3} = 91$$

In the calculation of the practitioner test, scores were obtained namely practitioner I of 91, practitioner II of 92, and practitioner III of 90. Thus the scores of practitioners I, II, and III are in the range of 82-100 values with very decent categories. The average obtained from the three practitioners of 91 is in the range of 82-100 values with a very decent category. It can be concluded that LKPD Tracking Novel with Contextual is feasible to develop.

Assessment I was conducted by Mira Salviani, M.Pd. as a teacher of SMAS Tamansiswa TBU as well as a practitioner, stating that the LKPD developed was good, the material had been arranged systematically, interestingly, and the language used was communicative and easy to understand. The LKPD developed is in accordance with KI and KD in Indonesian learning, especially in the revised edition of the 2013 curriculum. The material developed has been adapted to the context of daily life and utilizes the context of the surrounding environment to make learning more meaningful. The suggestion of

the first assessor is that LKPD should be equipped with illustrations of images related to novel appreciation activities, large fonts, especially in the exercise section.

Assessment II was conducted by Andhita Marcelia, S.Pd. as a Indonesian teacher at SMAS Tamansiswa and a colleague, stating that the LKPD developed was in accordance with the SK and KD of Indonesian learning. LKPD has included materials and examples that are in accordance with the material. The language used in LKPD is in accordance with EBI (Spelling Indonesian), easy to understand, and communicative. The LKPD developed has actively involved students both independently and in groups. The advice given by the assessor II is that the LKPD should contain more ways or strategies to be able to activate students' abilities, especially the ability to think critically independently.

Assessment III was conducted by and Rr Eko Puji Astuti, S.Pd. as a Indonesian teacher at SMAN 17 Bandar Lampung as well as a colleague, stated that the LKPD developed was good. The material presented in LKPD has been arranged systematically, and uses communicative language. LKPD has used examples that are in accordance with the material. LKPD developed is in accordance with KI and KD in Indonesian learning, LKPD not only contains theory but can also be applied to practice. The colors used in the LKPD are appropriate and inconspicuous. The advice given by practitioner III is that the image on the front cover of LKPD should be made more attractive accompanied by contrasting colors.

In its development practice, to obtain teaching materials that are in accordance with the demands of competence that must be mastered by students, the development of teaching materials is carried out by considering several technical steps of teaching material development, namely (1) analysis of KI-KD, (2) analysis of learning resources, and (3) determination of the type of teaching materials. KI-KD analysis is carried out to determine which competencies require teaching materials (Abidin, 2014: 270).

Based on the language aspect, the development of teaching materials must pay attention to the use of language. The use of language in learning materials must be communicative and easily understood by students as potential users of development products. In the development of learning materials, language serves as a tool to convey information, provide instructions or commands, develop task exercises, direct evaluation activities, and provide instructions and reflection activities. A number of these functions can be realized if developers use communicative language. Communicative language is language with clear word choices and sentence structures so that information, instructions, exercises, and tasks can be understood independently by students.

Based on the aspect of stylistic arrangement in the development of learning materials requires special skills. Aspects that must be considered include layout, use of color, use of letters, use of images or illustrations, and print size of teaching materials. In each part of the material, the elements of the teaching material need to be considered as well as possible.

LKPD developed by researchers basically uses a presentation pattern with a contextual approach. The use of contextual approaches is designed to activate students, both physically and psychologically active, in building knowledge and writing skills learned. The role of the teacher as a facilitator no longer dominates the learning process, but rather empowers the active role of students as learning subjects. The teacher acts as a facilitator, motivator, study buddy, and a place to ask students if they have learning difficulties and have not received satisfactory answers from their discussion partners. The role of the teacher is to train students to learn independently, be responsible for the tasks given, be able to solve problems, and be able to cooperate with their group mates. Such a learning process is a learning process that has the characteristics of the CTL approach.

From the results of the study, this LKPD has met the eligibility criteria. This LKPD is feasible to be used as a supporting source in the learning process based on the results of expert and peer testing. As for the benefits of LKPD, it will later be used as a tool to assist students in solving problems through thinking skills, analyzing, and of course as a student handbook to learn independently and provide

opportunities to explore. The presentation of material in this LKPD provides a series of learning events based on the consistency of the sequence of activities. The presentation is carried out to fulfill learning activities, facilitate students to learn independently and provide opportunities to explore. Thus, LKPD that has the feasibility in motivating students to stick to their learning tasks is expected to be effective learning and increase student achievement in learning Indonesian in Basic Competencies to appreciate novel texts.

### **Conclusion**

Based on data analysis of research results and discussions, it can be concluded that "LKPD Contextual Based Novel Learning for Grade XII High School Students" is declared very feasible. This feasibility is based on a series of planning and development before, during, and after the research is conducted.

1. The development stage of LKPD starts from the planning stage which is carried out based on the analysis of learning objectives, learning resources, and the determination of teaching materials. The development of LKPD also adds a contextual approach to learning to appreciate novels. The addition of a contextual approach to the development of LKPD is used to facilitate students in following the learning process, especially in appreciating novel texts.
2. The results of the expert validation test conducted by learning material experts obtained a score of 92.50 with a very decent category and a learning media expert test obtained a score of 93.33 with a very decent category. The LKPD feasibility test by practitioners, teachers Indonesian in grade XII at SMAS Tamansiswa TBU and SMAN 17 Bandar Lampung obtained an average score of 9:1 in the very decent category. Thus, LKPD appreciates novels based on contextual approaches worthy of being used as teaching materials for grade X II high school students.

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