The Development of Student Worksheets in Writing Social Containing Explanation Texts in Class VI Students State School 105345 Sidodadi

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Abstract:

The problem in this study is how appropriate the teaching materials (Student Worksheet) in learning to write socially charged explanatory texts for class VI students are developed based on media experts, material experts, teachers and students? The purpose of this study was to describe the feasibility of teaching materials (Student Worksheets) in learning to write socially charged explanatory texts for elementary/MI students. Class VI was developed based on media experts, material experts, teachers, and students. The research method used in this research is the research & development method. The research subject of this development product is the validator. The research subject of this development product is the validator. Assessment is done by filling out the validation sheet that has been provided, the validator in this study is the supervisor. In addition, the subjects of this research are sixth-grade students of SD Negeri 105345 Sidodadi Ramunia, Beringin District. The object of this research is the Student Worksheet in learning to write socially charged explanatory texts in class VI SD Negeri 105345 Sidodadi Ramunia, Beringin District.

Keywords: Development, LKPD, Writing, Explanatory Text.

1. Introduction

Local wisdom as a source for instilling character education can be much more beneficial. This is evidenced by the appointment of local wisdom as the application of character education, it will also indirectly help preserve oral folklore found in certain areas that are used as locations for data collection. In this context, it is clear that folklore can foster identity among the Malay community in the archipelago in Indonesia and is able to form valuable morals and morals to traditional communities from the past until now. (Nurani and Mahendra, 2020; Darmadi, 2018; Albantani and Madkur, 2018; Nugroho and Nugroho and Selfiardy) This study will discuss the identity contained in Malay folklore using the basis of identity theory and literary reception theory approaches to obtain the results of the research.

Teaching materials are a set of materials that are systematically arranged both written and unwritten so as to create an environment or atmosphere that allows students to learn. Teachers must be able to have or use teaching materials that are in accordance with the curriculum, target characteristics, and learning problem-solving demands. Teaching materials are prepared with the aim of providing teaching materials that are in accordance with the demands of the curriculum by considering the needs of students, assisting students in obtaining alternative teaching materials in addition to text papers which are sometimes difficult to obtain, and making it easier for teachers to carry out learning. Teaching materials are an important component in the curriculum. (Winata et al., 2020; Hardianti et al, 2019; Alifah, 2020; Hani et al., 2021)

The availability of teaching materials according to the demands of the curriculum, means that the teaching materials developed must be in accordance with the curriculum. The teaching materials developed can be adapted to the characteristics of students as targets, these characteristics include the social, cultural, and geographical environment, as well as the stages of student development. Thus, what needs to be considered in developing teaching materials in schools is the characteristics of students and the needs of students according to the curriculum, which demands more student participation and activation in learning. (Sismiati and Latief, 2012; habibi et al., 2012: Cakir, 2015)

The learning carried out by the teacher in the Indonesian language subject has two materials to be studied, namely language and literature. The 2013 curriculum in Indonesian subjects prioritizes text-based learning, the Indonesian language is not only taught language knowledge, but students are accustomed to reading and understanding the

meaning of the text given, introduced to appropriate rules so that it does not become ambiguous in the preparation process, and accustomed to compiling it systematically. systematic and logical literary and linguistic texts for the benefit of communicating with the public.

2. Literature Review

Prastowo (2011) reveals that teaching materials are all materials (both information, tools, and texts) that are systematically arranged, which displays a complete figure of competencies that will be mastered by students and used in the learning process with the aim of planning and studying the implementation of learning. Another opinion was also expressed by Abidin (2014), teaching materials or learning materials generally consist of knowledge, skills, and attitudes that students must learn in order to achieve the desired basic competencies. In addition, the types of learning materials consist of knowledge (facts, concepts, principles, procedures), skills, and attitudes or values . On the basis of this definition, teaching materials can be defined as a set of facts, concepts, and procedures arranged to facilitate the teaching process. Teaching materials are one part of learning resources that can be interpreted as something that contains learning messages, both specifically intended and general in nature that can be used for learning purposes.

2.1. Functions of Teaching Materials

Prastowo (2011) outlines the function of teaching materials for teachers is to direct all student activities in the learning process as well as the substance that should be explained to students. Meanwhile, it is a guide in the learning process for students and is a substance of competence that should be studied. Based on the learning strategies used, the function of teaching materials can be divided into three types, namely functions in classical learning, individual learning, and group learning.
a)   The function of teaching materials in classical learning
  ➢   As the only source of information as well as supervisor and control of the learning process (in this case, students are passive, meaning that they are only limited to receiving knowledge and learning according to the speed of students in learning.
  ➢   As a supporting material for the learning process held.

 b)   The function of teaching materials in individual learning
  ➢   As the main media in the learning process
  ➢   As a tool used to compile and supervise the process of students obtaining information.

2.2. The Purpose and Benefits of Preparation of Teaching Materials

Teaching materials are arranged with the aim of:
-   Providing teaching materials that are in accordance with the demands of the curriculum by considering the needs of students, namely teaching materials that are in accordance with the characteristics and settings or social environment of students.
-   Assist students in obtaining alternative teaching materials in addition to text papers which are sometimes difficult to obtain.
-   Make it easier for teachers to carry out learning.
Teaching materials are useful as:
-   Guidelines for teachers who will direct all their activities in the learning process, as well as a substance of competence that should be taught to students.
-   Guidelines for students who will direct all their activities in the learning process, as well as a substance of competence that should be learned/mastered.
-   Evaluation tool for achievement/mastery of learning outcomes.

Thus, the function of teaching materials is closely related to the ability of teachers to make decisions related to planning, learning activities, and implementation.

3. Research Methodology

The method used in this research is the research & development method. Research and development methods are research methods used to produce certain products and test their effectiveness. According to Borg and Gall in Sugiyono (2015) what is meant by the research and development model is "a process used to develop and validate educational products". So, development research is an attempt to develop and validate the products used in the learning process.

4. Discussion

The data obtained in this study used classroom observation techniques, explanatory text writing tests, and needs analysis questionnaires about students' perceptions of writing explanatory texts. Observations were carried out in the sixth grade of SD Negeri 105345 Sidodadi Ramunia, Beringin District, for the 2021-2022 academic year. The number of students who attended was 38 people. The needs analysis questionnaire that was tested on the respondents aims to obtain data on the needs needed by students in developing LKPD in accordance with the respondent's condition. The needs analysis questionnaire contains the students' internal and external factors in writing. The needs analysis questionnaire consists of 35 questionnaires. The respondents gave their opinion on each sub-indicator by putting a tick (√) in the column provided. The following Table 1 presents the average score.

Table 1. Description of Development Needs Questionnaire Data

No	Statement	∑ Score	%
1	I like to write	31	96.88
2	I write for entertainment.	19	59.38
3	I like to write because the collections in the library are many and interesting.	25	78.13
4	I write to fill my spare time.	23	71.88
5	I write because I benefit/learn from writing	21	65.63
6	I write if there is an assignment from the teacher to write	18	56.25
7	I write because I can come up with ideas for writing new ones.	15	46.88
8	I prefer to do other school assignments than write explanatory texts.	19	59.38
9	I have never written an explanatory text.	22	68.75
10	I write just to express my thoughts	18	56.25
11	One of the writings that I like is writing explanatory text	20	62.50
12	I write more than other lessons	23	71.88
13	I wrote an explanatory text based on an Indonesian language textbook.	20	62.50
14	I write an explanatory text based on the results found in newspapers/magazines.	22	68.75
15	I wrote an explanatory text because there was an assignment from the teacher	18	56.25
16	I wrote the explanatory text because I was interested in the school wall magazine.	21	65.63
17	I wrote an explanatory text based on the internet.	23	71.88
18	I like / have a hobby of writing explanatory texts.	14	43.75
19	I write an explanatory text if there is an assignment from the teacher.	19	59.38
20	I write an explanatory text based on my experiences.	22	68.75
21	I write explanatory texts based on other people's experiences.	23	71.88
22	I wrote an explanatory text based on my own imagination.	20	62.50
23	I write an explanatory text based on events in the surrounding environment.	25	78.13
24	I have never written an explanatory text.	24	75.00
25	I've written 1-2 explanatory text titles.	11	34.38
26	I've written 2-3 explanatory text titles.	12	37.50
27	I have written more than 4 titles of explanatory text.	6	18.75
28	I find it difficult to find ideas in writing an explanatory text.	17	53.13
29	I find it difficult to write the first paragraph (beginning of the story).	17	53.13
30	I find it difficult to develop the story contained in the explanatory text.	14	43.75
31	I find it hard to come up with interesting ideas	16	50.00

32	I find it difficult to make a good ending (closing).	18	56.25
33	I once published the results of my explanatory text in the school wall magazine.	19	59.38
34	I once published the results of my explanatory text in a school magazine.	19	59.38
35	I once published the results of my explanatory text in children's newspapers/magazines.	2	6.25
	Total	**656**	**2050%**
	Average	**18.74**	**58.57%**

Based on the Table 1 above, the average score is 58.57% in the "good enough" category. In the data above, the aspect that has the highest score is that I like to write 96.88% in the "very good" category. The aspect that has the lowest score is that I have published the results of my explanatory text in children's newspapers/magazines by 6.25% with the "very poor" category. Most students like to write, but only a few students like/have a hobby to write. They write only if there is an assignment from the Indonesian teacher. Based on the data obtained, 53.13% of students find it difficult to find ideas in writing.

5. Conclusion

Based on the results of the research presented in the previous chapter, it can be concluded that product development in the form of teaching materials in learning to write socially charged explanatory texts for class VI students of SD Negeri 105345 Sidodadi Ramunia, Beringin District, for the 2021-2022 academic year is very much needed by students. The score obtained is 79.07%.

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