



## DEVELOPMENT OF E-LKPD (ELECTRONIC STUDENT WORKSHEET) BASED ON HOTS ASSISTED BY LIVE WORKSHEET MEDIA THEME 7 SUB THEME 1 CLASS V

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### Abstract

This study aims to determine the feasibility, practicality, and effectiveness of the HOTS-Based E-LKPD (Electronic Student Worksheet) Development product Assisted by Live Media Worksheet Theme 7 Sub Theme 1 Class V SDN 105292 Bandar Klippa T.A 2021/2022. This type of research is Research and Development using the ADDIE model. The instrument used is a questionnaire in the form of a validation sheet for media experts, material experts, educator practitioners and tests (pre-test and post-test). The results of the ELKPD development product research show that the feasibility through media experts with an average score of 4.5 or 93% is included in the "Very Feasible" category, material experts with an average score of 4.5 or 90% in the "Very Feasible" category and the practicality of using media in learning with an average score of 34.5 or 91% in the "Very Feasible" category. Regarding effectiveness, it shows that the results of the pre-test trial reached 46.75 which is included in the "Not Effective" achievement level while the results of the post-test test showed an N-Gain of 0.68 in the "Effective" category. From the results of the research, it was concluded that the product developed is an ELKPD with a very feasible, very practory and effective category to be used in learning in elementary school, especially in theme 7 sub-theme 1 lessons at SDN 105292 Bandar Klippa.

**Keywords** : ELKPD, HOTS, LIVE WorkSheet, Theme 7 Sub theme 1

### 1. INTRODUCTION

The use of LKPD can provide a pleasant learning experience for students and increase learning motivation as a driving force for students' learning to improve student learning outcomes (Sardiman. 2010, p. 75). Not only that, the student worksheet (LKPD) is a tool for students to understand their subject matter by containing practice tasks that students will do in each learning as a result of work (Andi Prastowo, 2011, p. 204). LKPD as a learning resource in the form of a worksheet that will provide an overview of the mastery of instructional objectives for students related to the subject matter and is very important for students to know in the form of work result data (feedback).

The opinion of QCA (Qualitative Comparative Analysis) says, "feed back is the mean by which teacher senable children to close gap on order for take

learning for ward and improveper formance children". Data on student work results as feedback that provides suggestions and improvements to motivate students in improving and improving the quality of the learning process and learning outcomes. By knowing the results of their work, students will optimize specific ways to improve learning outcomes through improving their work or assignments.

Contrary to Sadirman's opinion, the use of printed LKPD located at SDN 105292 Bandar Klippa is known to have not been able to increase students' learning motivation which resulted in low student learning outcomes. This is evidenced by the low learning outcomes of students in their work in completing their worksheets (assignments, assessment works). This is motivated by the lack of feedback for students on the results of their work.

The fact about the absence of

feedback for students on the results of their work was found by the author when he had carried out observations and interviews with students and teachers of class V in January 2021. It is known that students rarely get data on their learning outcomes other than UTS and UAS so that students are not motivated to complete their work. This is evidenced by the lack of interest of students in completing their work tasks, even students' work tasks tend to be done by parents or older students.

Such problems are motivated by the characteristics of the use of printed LKPD in the learning process itself. Used once for learning at the end of the teaching and learning process is quite time-consuming for students to use, this often makes the worksheets completed by students not checked so that students do not get feedback from the results of their work. Students do not know how the learning outcomes are.

The use of printed LKPD that is not creative is only monotonous with questions, does not attract students' interest and passion for learning because it is considered boring and outdated. In addition, the school is only able to provide a limited number of worksheets, one worksheet for 3 people. Even though the availability of Technological facilities are adequate, every corner of the school has free internet access and computers are provided for teachers to find references in making learning innovations.

Not to mention that the LOTS level in the questions in the LKPD used does not lead to the current curriculum assessment system with the HOTS level. In fact, in order for students' HOTS levels to develop, students must be accustomed to measuring HOTS. Thus, all learning resources used in the teaching and learning process must have led to the HOTS assessment system, including student worksheets. Such problems are certainly very ineffective and inefficient for the achievement of quality learning and become a consequential phenomenon that must be solved.

Based on research conducted by Hafifah Widiyani (2021), Live worksheets can be used as a digitization platform for information technology developments that are able to create attractive electronic LKPDs equipped with image, mp3 or video features. By moving the classroom into a channel for using worksheets, it can reduce the excessive use of time in the teaching and learning process in the classroom, because the learning outcome data is through institutional assessment.

## 2. RESEARCH METHODS

This research uses research and development methods or often called Research and Development (R&D). The model used in this development is the ADDIE model. Robert MaribeBrach (2009) in Sugiono (2016) developed instructional design with the ADDIE model approach. The development procedure in this study consists of five stages, namely Analysis, Design, Development, Implementation, and Evaluation. Analysis is related to the activity of analyzing the work situation and environment to determine what kind of products need to be developed. Design as a product design activity according to the needs.

Development is meant as product manufacturing and product testing activities. Implementation of the process of product use activities. Evaluation is an act of assessing the conformity of activities and products that have been made with specifications. This research will be carried out at SD Negeri 105292 Bandar Klippa which is located at Jalan Masjid Raya Al-Firdaus, Hutan, Bandar Klippa. Percut Sei Tuan District, Deli Serdang Regency, North Sumatra Province. The research time will be carried out in the even semester of the 2021-2022 Academic Year.

The subject of this study is one learning media expert, namely Mr. Khairul Usman, S.Si., M.Pd., one material expert, namely Mrs. Masta Marselina Sembiring, S.Pd., M.Pd., one education practitioner, namely a teacher of grade V of SDN 105292 Bandar Klippa, namely Mrs. Karsih,

S.Pd. and 22 students of class V of SDN 105292 Bandar Klippa. The object of this research is HOTS-based E-LKPD assisted by live worksheet media on theme 7 sub-themes1. The data used in this study is quantitative descriptive data. Quantitative descriptive data is data described with numbers in the form of assessment scores for each point of the assessment criteria on the E-LKPD quality validation sheet filled out by media experts, material experts, learning practitioners and student learning test results. The data obtained by the author is in the form of quantitative. The data collection technique carried out in this study is a validation sheet which is used to find out whether the HOTS-based E-LKPD assisted by the Media Live worksheet developed is included in the valid category or not.

The validation sheets in this study are validation sheets of learning media, materials and learning practitioners. This validation sheet was filled out by PGSD lecturers who teach integrated learning courses (thematic), lecturers who are experts in ICT and 5th grade homeroom teachers of SDN 105292 Bandar Klippa and a total of 22 5th grade students of SDN 105292 Bandar Klippa. Learning outcome data was obtained in the form of obtaining student scores on HOTS-based questions provided by the researcher. Learning outcome data were obtained using an experimental method with Pretest-posttest using one class with two treatments (Creswel, 2003) in Sugiono (2016) treatment; (1). test before using the product development at the stage of Pretest and treatment (2). test after the use of HOTS-based E-LKPD assisted by live worksheet media at the posttest stage. For the effectiveness test of the developed product, it was obtained through student learning outcome data which was then calculated on average. The average result was compared with the N-Gain score obtained by students with the highest gain score obtained by students (Sugiono, 2015). The criteria for assessing the N-Gain score can be seen in the following table:

Batasan	Katagori	Keterangan
$g > 0,7$	Tall	Highly effective
$0,3 \leq g \leq 0,7$	Keep	Effective
$g < 0,3$	Low	Ineffective

### 3. RESULTS AND DISCUSSION

The feasibility analysis of the ELKPD developed is seen from the assessment of validators, media experts, and material experts. Based on the average presentation of the media expert's assessment and the average presentation of the material expert's assessment, the average  $x \geq 3$  or 4.4 was obtained. So that ELKPD (Electronic Student Worksheet) based on HOTS with the help of live worksheet media theme 7 sub theme 1 has been very feasible.

The analysis of the practicality of the ELKPD product developed is seen from the average score data obtained from the assessment results of the Learning Practitioner Teacher questionnaire. Based on table 4.16 and figure 4.11, the average practitioner assessment was 4.5 or 91%. So that ELKPD (Electronic Student Worksheet) based on HOTS with the help of live worksheet media theme 7 sub theme 1 has been very practical.

The analysis of the effectiveness of the ELKPD products developed is seen through the average results compared to the N-Gain score obtained by students with the highest gain score obtained by students. Based on the comparison of the average results of the Pretest and posttest scores, N-Gain was obtained  $0.68$  or  $0.3 \leq g \leq 0.7$ . So that the HOTS-based ELKPD (Electronic Student Worksheet) assisted by live worksheet media theme 7 sub-theme 1 has been effective.

### 4. CONCLUSION

The development of HOTS-based ELKPD with the help of live worksheet media uses five stages, namely analysis, design, development, implementation, and evaluation. The feasibility level of

HOTS-based ELKPD assisted by live worksheet media is determined by assessments from media experts and material experts. Media experts give a total score of 4.5 or 93% so that it is included in the "Very Feasible" category, material experts give a total score of 4.5 or 90% so that it is included in the "Very Feasible" category. The level of practicality of HOTS-based ELKPD assisted by live worksheet media was determined by the assessment of educator practitioners with an assessment result of 4.5 or 91%. so it is included in the category of "Very Practical".

The level of effectiveness of HOTS-based ELKPD assisted by live worksheet media was determined by the results of the implementation of the pre-test and post-test, that the results of the pre-test trial showed an effectiveness of 46.75 which was included in the "Ineffective" achievement level. Meanwhile, the results of the post-test test show that the effectiveness reaches 0.68 which is included in the "Effective" achievement level.

#### ACKNOWLEDGMENTS

The author would like to thank Mrs. Sorta Simanjuntak as the supervisor. To the Principal of SD Negeri 105292 Bandar Klippa and the students involved in this research as well as all friends who have given support and prayers to the author.

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