



THE APPLICATION OF LOCAL WISDOM-BASED LKPD TO IMPROVE SOCIAL SCIENCE (IPS) LEARNING OUTCOMES IN ELEMENTARY SCHOOL

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PENERAPAN LKPD BERBASIS KEARIFAN LOKAL UNTUK MENINGKATKAN HASIL BELAJAR IPS DI SEKOLAH DASAR

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ABSTRACT

Abstract: *This paper discusses the improvement of students' learning outcomes through the application of LKPD (Students' Worksheet) based on local wisdom. Indonesian local character is essential to be taught to students including through teaching materials in the form of LKPD based on local wisdom that can be used as a reference in the teaching and learning process. LKPD is one of the teaching materials in which there are all the basic activities carried out by students in order to maximize their understanding and formation of basic skills based on the indicators of competency achievement. The research used is Classroom Action Research (PTK) using the research design of Kemmis and Mc. Taggart model. The research was conducted at SDN 189 Pekanbaru. The research subjects involved 20 fourth-grade students. The research uses quantitative data analysis. Descriptive statistical data collection techniques were carried out through observation, interviews, and evaluation tests at the end of the cycle. Based on the results of cycle I to cycle II, there was a significant improvement with an achievement percentage of 75%. 35% of students have not achieved the KKM standard yet. The students' learning outcomes in social science learning through the application of LKPD learning media based on local wisdom increased. The students' average score increased from the initial reflection of 62.25 with the highest score at 80 and the lowest score from 35 to 74.00. The highest score was 90 and the lowest score was 40 in cycle I. Even though it was not appropriate with the KKM that had been determined in cycle II, it increased to 80.00 with the highest score of 90 and the lowest score of 55.*

Keywords: *LKPD, local wisdom, students' learning outcomes*

Abstrak: Artikel ini membahas peningkatan hasil belajar siswa melalui penerapan LKPD (Lembar Kerja Peserta Didik) berbasis kearifan lokal. Karakter lokal Indonesia menjadi penting diajarkan kepada siswa termasuk melalui bahan ajar berupa LKPD berbasis kearifan lokal yang dapat dijadikan acuan dalam proses pembelajaran. LKPD merupakan salah satu bahan ajar yang didalamnya terdapat seluruh kegiatan mendasar yang dilakukan oleh peserta didik yang bertujuan untuk memaksimalkan pemahaman dan pembentukan kemampuan dasar sesuai dengan indikator pencapaian kompetensinya. Penelitian yang digunakan berupa Penelitian Tindakan Kelas (PTK) dengan menggunakan desain penelitian model Kemmis dan Mc. Taggart. Penelitian dilaksanakan di SDN 189 Pekanbaru. Subjek penelitian melibatkan 20 siswa kelas IV. Penelitian menggunakan analisis data kuantitatif. Teknik pengumpulan data statistik deskriptif dilakukan dengan observasi, wawancara, dan tes evaluasi pada akhir siklus. Berdasarkan hasil siklus I ke siklus II, terjadi peningkatan yang signifikan dengan persentase kelulusan 75%. 35% peserta didik yang nilainya belum memenuhi standar KKM. Hasil belajar peserta didik pada pembelajaran IPS melalui penerapan media pembelajaran LKPD berbasis kearifan lokal mengalami peningkatan. Rata-rata peserta didik meningkat mulai dari refleksi awal sebesar 62,25 dengan perolehan nilai tertinggi 80 dan nilai terendah 35 menjadi 74,00. Perolehan skor tertinggi 90 dan terendah 40 pada siklus I, meskipun belum sesuai dengan KKM

yang telah ditentukan saat siklus II mengalami peningkatan yakni 80,00 dengan perolehan nilai tertinggi 90 dan nilai terendah 55.

Kata Kunci: LKPD, kearifan lokal, hasil belajar siswa

CITATION

Munjiatun., Zufriady., & Syafiafdi, N. (2023). The Application Of Local Wisdom-Based Lkpd To Improve Social Science (Ips) Learning Outcomes In Elementary School. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 12 (4), 1113-1122. DOI: <http://dx.doi.org/10.33578/jpfkip.v12i4.10041>.

INTRODUCTION

The 2013 curriculum is developed thematically, cross-content compatibility is intended with the aim of achieving predetermined learning objectives. The achievement of learning objectives is carried out through measurement in the form of learning assessments involving attitude values, skill values and knowledge values by reviving the role of local culture (Arianty, Restian, & Mukhlisina, 2021). Utaminingsih, Utomo, and Zamroni (2017) stated, "the urgency to rebuild cultural character through the introduction of culture in the learning process is important because nowadays students' self-esteem is considered to be decreasing", Indonesian local character is important to be taught to students including through teaching materials in the form of LKPD (Learner Worksheet) based on local wisdom which can be used as a reference in the learning process. The implementation of learning by involving the environment directly is considered effective in shaping children's knowledge. In addition, the rapid flow of globalisation at this time can affect the regional cultural order. The impact of the power of globalisation is able to defeat local culture, so the need for a strong planting of culture as a form of preservation to prevent cultural extinction, the planting is done through the application of culture in everyday life (Marlia, Fauziana, & Priatna, 2018; Setyaningrum, 2015).

The learning process is the determinant of the education process in schools, the success or achievement of learning objectives is strongly influenced by the learning process experienced by students (Nurmahudina, District, & Wahyudi, 2019; Pujiasih, 2020). Other factors that play an important role in the learning process are teachers, students, methods, learning models, learning approaches used, classroom atmosphere, and the suitability of the material taught with learning objectives and expected competencies (Friskawati & Sobarna, 2019; Puspita & Dewi, 2021). One way is to use teaching materials that can increase students' interest in learning and ability to solve problems, using teaching materials in the form of student worksheets. LKPD is one of the teaching materials in which there are all the basic activities carried out by students which aim to maximise understanding and formation of basic abilities in accordance with the indicators of competency achievement (Aratake et al, 2017; Pradiptha & Wiarta, 2021).

LKPD developed or designed by the teacher where the development or design of LKPD can be made based on school and environmental conditions (Oktricia, Yani, & Ansori, 2016). LKPD that is designed or developed not only assesses cognitive abilities but is also expected to be able to collaborate with students' physical activities in understanding the concepts of experimental and non-experimental material (Ramadhayanti,

Anggraeni, & Supriatno, 2020; Syafi'ah, & Laili, 2015). With the LKPD, it is hoped that it can improve students' understanding and learning outcomes in studying social studies questions. According to Firdaus, and Wilujeng (2018) LKPD is a learning media in the form of a collection of sheets of paper that the teacher uses as a learning process.

Teachers are expected to be able to develop or design LKPD in accordance with the procedures for making LKPD, where there are 3 requirements in developing LKPD, namely didactic requirements, construction requirements and technical requirements. So that it is expected that learning becomes more meaningful with LKPD designed by the teacher as a tool that is adjusted to the conditions and environment of students (Oktricia, Yani, & Ansori, 2016). The use of LKPD will provide opportunities for students to practice a lot and find concepts about

a material to find creative ideas whose learning steps can be done systematically (Aditama, et al., 2019; Puspita, & Dewi, 2021). The purpose of this study is to improve student learning outcomes in social studies subjects, LKPD is able to make it easier for students to construct knowledge, have retention, and improve student learning outcomes (Nurfathurrahmah et al., 2021).

RESEARCH METHODS

This research is a Classroom Action Research. This research was carried out using a cyclical model with steps in each cycle including; action planning, implementation, observation, and reflection stages, then if the research target has not been achieved in the first cycle, the research will continue to the next cycle, followed by re-planning in the second cycle, and so on (Arikunto, 2015).

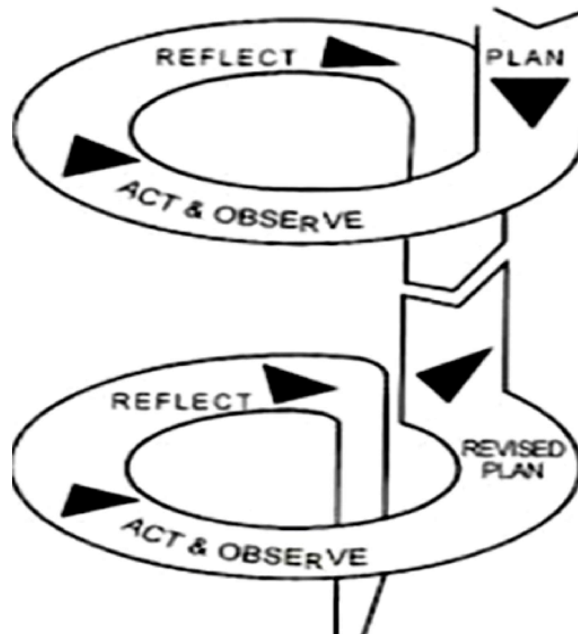


Figure 1. Flow of Classroom Action Research

This research was conducted in Class IV SDN 189 Pekanbaru, with a total of 20 students. Data collection using research instruments consisting of: 1) Written test, 2) Observation sheet, and 3) Interview. Data analysis used in this research is quantitative descriptive analysis. This research can be stopped when each student achieves a minimum score for attitude, knowledge and skills with Minimum Completion Criteria (KKM) = 75.

RESULTS AND DISCUSSION

Based on the implementation of the research conducted as many as 2 cycles of 4 meetings, the results of reflection research include learning activities and social studies learning outcomes. Data on learning activities in cycle I and cycle II in class IV based on the results of data analysis of observation results can be seen in the following table.

Table 1. Social Studies Learning Outcomes Cycle I and Cycle II

Cycle I			Cycle II		
Target KKM	Total	Percentage	Target KKM	Total	Percentage
Above the KKM (75)	7	35%	Above the KKM (75)	15	75%
Below the KKM (75)	13	65%	Below the KKM (75)	5	25%

Based on table 1, the percentage of observations of student learning activeness before and after using local wisdom-based LKPD media, at the first cycle stage the teacher explained that he had not used local wisdom-based LKPD besides that at this stage the teacher explained only using the lecture method. The acquisition of grades or scores above the predetermined KKM of 75 at this stage is only 7

students or as much as 35% of 20 students. After using LKPD learning media based on local wisdom, students experienced an increase of 65% in cycle II with the acquisition of significant scores or scores above the KKM there were 15 students or as much as 75%. Based on the description of the table above, it can be illustrated with the bar chart below.

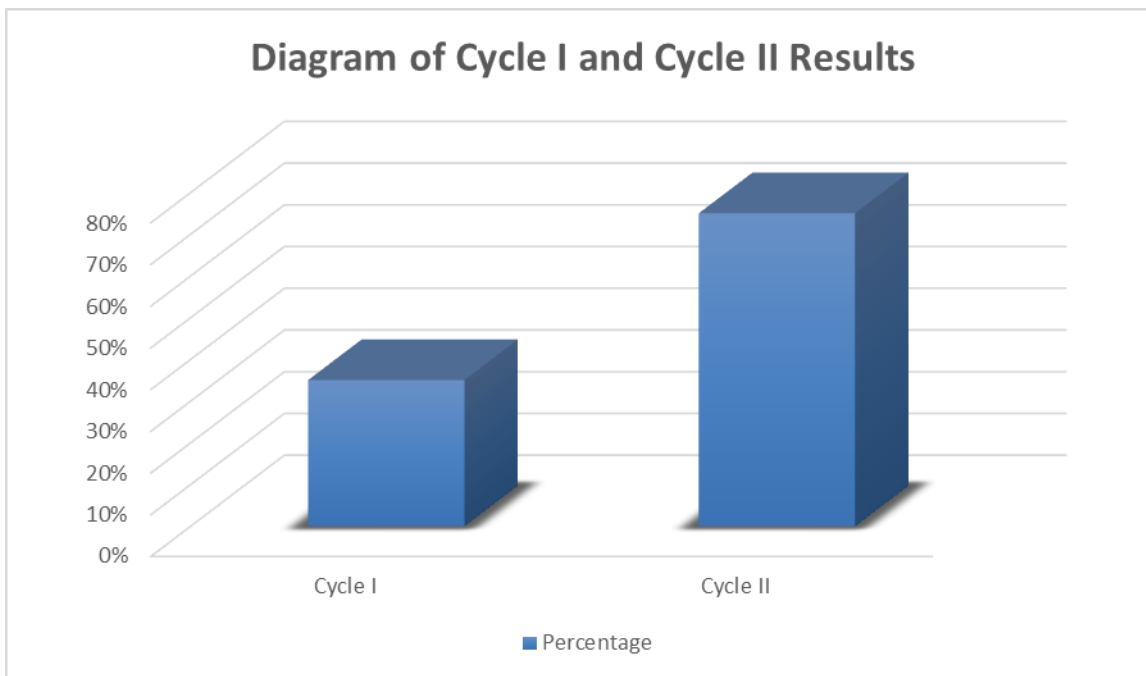


Figure 2. Bar Diagram of Cycle I and Cycle II Results

Based on the results of research from the results of cycle I to cycle II there was a significant increase with a passing percentage of 75%, as well as 35% of students whose scores had not met the KKM standard. The results of cycle I research show that the success criteria for this study have not been achieved because many students have not been active during learning. There were only 7 students who asked questions related to material that they did not understand when using LKPD based on local wisdom besides that the teacher was less active when delivering the material to students so that they were embarrassed to ask.

The results of the implementation of cycle I actions were used to improve the class action process in cycle II. The improvement

efforts in cycle II included the following. 1) refinement of the content of the lesson plan, 2) teachers and researchers need to re-coordinate regarding the assessment rubric, 3) during learning activities teachers and researchers agree to provide material that contains many questions for students. In order not to experience problems managing the use of learning time, the time allocation for each stage is arranged more proportionally referring to the learning activities carried out. In addition, cases, problems, and phenomena involved in cycle II learning are selected and adjusted to the time allocation available at each meeting. The results of observations on Reflection, Cycle I and Cycle II are presented in table 2 below.

Table 2. Comprehension Results of Pre-Cycle, Cycle I, and Cycle II

Description	Learning Outcomes		
	Pre-Cycle	Cycle I	Cycle II
Average	62.25	74.00	80.00
Lowest Score	35	40	55
Highest Score	80	90	90

Based on the research that has been done, it can be seen that the learning outcomes of students in social studies learning through the application of local wisdom-based LKPD learning media have increased. The average of students increased from the initial reflection of 62.25 with the highest score of 80 and the lowest score of 35 to 74.00, with the highest score of 90

and the lowest score of 40 in cycle I although it was not in accordance with the KKM that had been determined when cycle II experienced an increase of 80.00 with the highest score of 90 and the lowest score of 55. Based on the description of the table above, it can be illustrated with a bar chart in accordance with Figure 3.

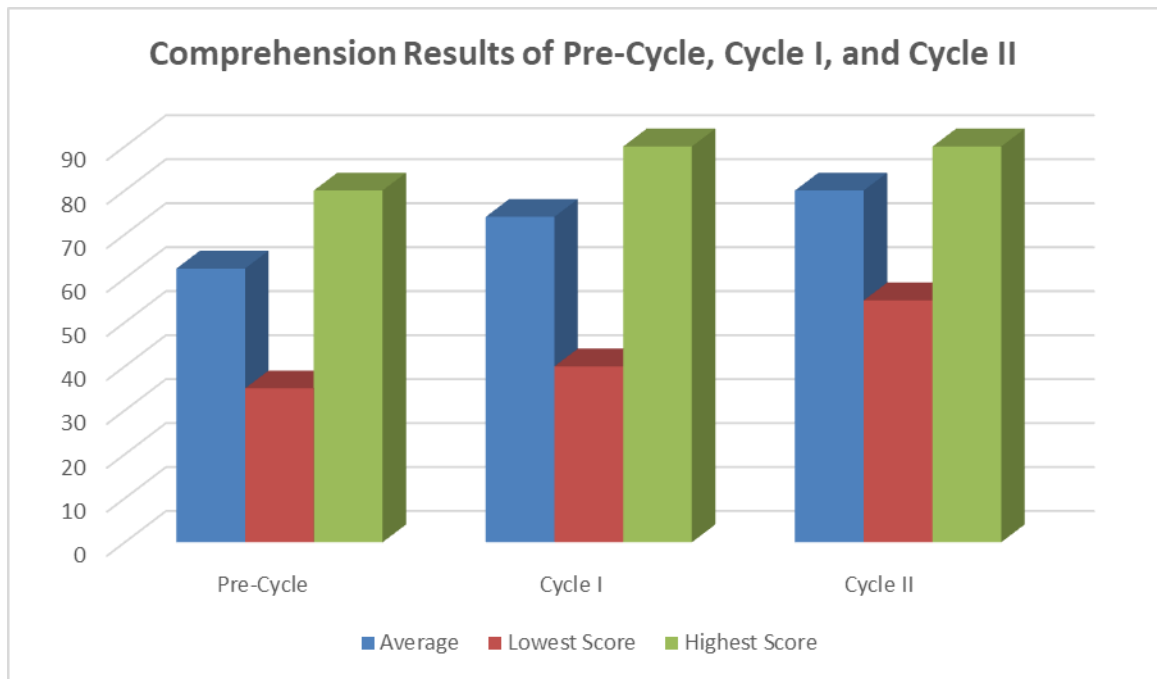


Figure 3. Bar Diagram of Pre-Cycle, Cycle I and Cycle II Comprehension Results

DISCUSSION

The use of LKPD learning media based on local wisdom can make understanding of students, especially in social studies learning, besides the use of student worksheets can also improve student learning outcomes, this is supported by the opinion of Sa'diah, et al (2022) which reveals that with the LKPD students are motivated to learn so that it raises their interest in learning and understanding the problem questions. This is also in line with the research of Arafah, et al (2012) with the LKS, an effective interaction between students and teachers will be formed, so that it can increase student learning activities in improving learning achievement.

The use of LKPD with local wisdom also adds to the interest of students because it is equipped with pictures related to local wisdom that are attractive and aesthetic. In this context, the teaching materials developed are in accordance with the needs of students, in accordance with the curriculum and in accordance with the characteristics of students (Hayati et al., 2014). By paying attention to these things, the teaching materials to be developed are effectively used to improve student learning outcomes. The existence of teaching materials will make students more active because the teaching materials developed consist of a combination of images and material. This combination will make students more interested in the learning process which will certainly have an impact on the interest of students in the learning process because it is in accordance with the contextual students, besides that from the results of the study it can be said that LKPD with local wisdom has good graphics and design, it is supported by the response of students to the media (Cahyaningrum et al., 2017).

Contextual learning is a form of learning implementation that elaborates teaching

materials with conditions in the surrounding environment (Islamiah, 2019). Through contextualised learning, students will gain a stronger understanding of concepts when compared to a learning process that is only based on general understanding or examples (Firdaus, & Wilujeng, 2018). Contextual learning encourages students to be able to solve problems, increase learning motivation, and summarise to reflect the subject matter learned (Hidayati, 2013). A learning is said to be successful if after following the lesson there is a change for the better from within the students, it can be seen from the learning outcomes obtained by an individual after the learning process takes place, and provides changes in behaviour both in terms of knowledge (cognitive), attitudes (affective) and skills (psychomotor) of students so that they become better than before in terms of behaviour and others (Sjukur, 2013).

LKPD with local wisdom is one of the solutions to teaching materials so far that have not maximised the value of local wisdom in teaching materials (Fairuz, Fajriah, & Danaryanti, 2020; Wahjoeni, 2015). The results of this study are supported by other studies which prove that the use of local values in the learning process has proven effective in improving learning outcomes (Fauziah et al., 2022; Nabila, Adha, & Febriandi, 2021). The selection of learning models in schools can improve the student learning process, so that student learning outcomes can meet the KKM set by the school (Purwandari, 2015). Learning activities carried out at a school are a factor that affects the quality of the school (Muzakar, 2014).

CONCLUSIONS AND RECOMMENDATIONS

The results of cycle I to cycle II have increased significantly with a passing percentage of 75%, and 35% of students whose scores have

not met the KKM standard, it can be seen that the learning outcomes of students in social studies learning through the application of local wisdom-based LKPD learning media have increased. The average of students increased from the initial reflection of 62.25 with the highest score of 80 and the lowest score of 35 to 74.00, with the highest score of 90 and the lowest score of 40 in cycle I although it was not in accordance with the KKM that had been determined when cycle II experienced an increase of 80.00 with the highest score of 90 and the lowest score of 55.

Recommendations for teachers should use LKPD as a guidebook in teaching activities every day, and for further researchers can conduct more in-depth research related to the application of LKPD based on local wisdom so that it can be further developed in order to help students to increase learning motivation and learning outcomes, especially in social studies lessons.

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