

## Development of Problem Based Learning LKPD on Akiah Akhlak Lessons in Class VIII at Mts Al-Ma'arif Brudu Jombang

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### ABSTRAK

*This research is a development research that aims to develop Student Worksheets (LKPD) based on Problem Based Learning on Akidah Akhlak subjects at MTs AL-Ma'arif Brudu. One of the functions of ADDIE is to be a guide in building training program tools and infrastructure that is effective, dynamic and supports the performance of the training itself. Data Analysis Techniques here are divided into 2, the first process is: Qualitative data which is data about the process of making PBL-based LKPD, such as suggestions and input for improving this LKPD product. The second process: Quantitative Data Analysis in the form of expert validation, learning test results and student response questionnaires about the assessment of the product developed. Analyzed using descriptive statistics. The results of the study of learning using student worksheets, the first conclusion is from the results of the assessment of the experts obtained a score for media experts 86.6% with a very decent category and 79.66% material experts with a decent category. The results of the second study were from student learning test scores, namely the pretest and posttest scores. With the average in the aspect of student acceptance of student worksheets is 82.5%, the average obtained from the LKPD design is 81.37% in the aspect of implementing problem-based learning LKPD learning facilities is 81.37%, the percentage on the Aspect The quality of learning through student worksheets (LKPD) is 80.19%. With the acquisition of the use of learning media in student worksheets is 80.88%, it is declared feasible and can be used in classroom learning. So with the acquisition of the percentage of each aspect will be taken the average of all aspects to make conclusions. The average percentage of all aspects is 82.40%, so this based learning-based LKPD media is suitable for use in learning the madrasa.*

**Keywords:** LKPD; Problem Based Learning; Morals Akidah;

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### INTRODUCTION

Learning is a two-way communication process, teaching is carried out by the teacher as an educator, while learning is carried out by students. The learning process initially asks the teacher to know the basic abilities possessed by students including their basic abilities, motivation, academic background, socio-economic background, and so on (Ashoumi *et al.*, 2020). The teacher's readiness to recognize the character of students in learning is the main capital in the delivery of teaching materials and is an indicator of the success of learning implementation (Satiti *et al.*, 2021).

Teaching materials in the learning process are only a stimulant for the actions of educators or teachers, also only an act of providing encouragement in learning that is aimed at achieving learning goals. Between learning and teaching with education is not something separate or contradictory, in fact the learning process is an integrated aspect of the educational process (Lilawati *et al.*, 2021). The ideal learning must be in accordance with process standards, namely interactive, inspiring, fun, challenging and motivating learning. Basically, learning is an effort to direct students into the learning process so that students can obtain the expected learning objectives. Syaiful (2010).

At MTs AL-Ma'arif Brudu the activities of an educator start learning on time, explaining the material in the LKS using lecture and question and answer methods. It looks like learning in general, but the author sees a symptom in the learning process, especially in the subjects of moral aqidah. Lack of creativity of students in learning the material being taught, students tend to be silent in participating in learning, it is clear that the lack of activeness of students in asking questions or responding to material that

has been delivered by educators. From the phenomenon of these symptoms, the learning activities of students in the subjects of aqidah morality are classified as low, therefore innovation and creativity are needed in the learning process of aqidah morals so that learning objectives can be achieved as expected. Learning can be carried out well if the learning tools used are in accordance with the objectives, one of the learning tools is the student worksheet (LKPD).

LKPD is a learning resource that contains a series of activities and exercises for students to facilitate and improve understanding of learning materials whose contents are designed and developed according to the conditions and situations to be faced. One of the LKPDs that can support the learning process is the LKPD which is problem based learning (PBL). Aini, Nur A., et al (2019) "said that Problem Based Learning-based worksheets will provide hands-on experience and meaningful learning because it uses real-world problems as a context for students to learn about critical thinking and problem-solving skills".

Khotimah (2017) Stated "Problem based learning with a contextual approach is closely related to the problems of everyday life. One of the moral aqidah materials that involve these activities is solving daily problems. Based on the results of the researchers' observations where the researchers teach, students still find it difficult to solve story problems related to everyday problems. The task of educators in using the problem based learning (PBL) model is to guide and direct students in the learning process. In addition, learning will be centered on students so as to produce learning where students are active in the process and the teacher only acts as a facilitator. This learning model trains and develops the ability to solve problems that are oriented towards authentic problems from critical learners. Thus, PBL-based worksheets are very important in an active learning process.

## **METHOD**

This research is a development research that aims to develop Student Worksheets (LKPD) based on Problem Based Learning on Akidah Akhlak subjects at MTs AL-Ma'arif Brudu. According to Gumanti, T. A., et al (2016) argues that the ADDIE (Analysis-Design-Develop-Implement-Evaluate) model is one of the generic and flexible development design models. ADDIE was developed by Reiser (2001) and Molenda (2003). One of the functions of ADDIE is to be a guide in building training program tools and infrastructure that is effective, dynamic and supports the performance of the training itself.

Data Analysis Techniques here are divided into 2, the first process is: Qualitative data which is data about the process of making PBL-based LKPD, such as suggestions and input for improving this LKPD product. The second process: Quantitative Data Analysis in the form of expert validation, learning test results and student response questionnaires about the assessment of the product developed. Analyzed using descriptive statistics.

## **RESULT AND DISCUSSION**

The subjects of this study were students of class VIII MTs Al Maarif with a total of 17 people. In the following, the results of the percentage of student response questionnaires are presented.

**Table 1** Student Acceptance Of Student Worksheets

<b>No.</b>	<b>Question</b>	<b>Percentage</b>
1	Using LKPD allows students to complete assignments faster	81,17%
2	LKPD improve student learning performance	85,88%
3	LKPD increase productivity in learning	82,35%
4	LKPD is useful in the learning process	84,70%
5	LKPD easy to learn	81,17%
6	LKPD attract students' attention in learning	83,52%
7	Through LKPD allows students to get feedback faster than the teacher	80%
8	Students feel happy using LKPD in learning	81,17%
AVERAGE		82,5%

Based on table 1, it is obtained that the average percentage in the aspect of student acceptance of student worksheets is 82.5% with a very decent category.

**Table 2 Student Worksheet Design**

No.	Question	Percentage
1	LKPD display is very clear and easy to understand	94,11%
2	By means of LKPD students get announcements, materials and collection of assignments become more flexible	87,05%
3	LKPD makes it easier for students to get information related to learning materials quickly (real time)	85,88%
4	LKPD can save time and money	81,17%
AVERAGE		81,37%

Based on table 2, the average percentage on the student worksheet design aspect is 81.37% with a very decent category.

**Table 3 Implementation Of Problem Based Learning Lkpd Learning Facilities**

No.	Question	Percentage
1	Students know LKPD based on Problem Based Learning	85.88%
2	With the implementation of Problem Based Learning-based worksheets, make it easier for students to carry out the learning process	81,17%
3	With the implementation of Problem Based Learning-based worksheets, students can study and do assignments whenever students have free time	76,47%
4	With the implementation of Problem Based Learning-based worksheets, I can learn and do assignments wherever I am when I am connected to the internet	87,05%
5	Problem Based Learning-based worksheets are very flexible for students in utilizing digital learning media	82,35
6	LKPD based on Problem Based Learning is more environmentally friendly because it minimizes the use of paper for teaching materials	83,52%
7	Since using Problem Based Learning-based worksheets, I don't need to use a lot of paper to do assignments	82,35%
8	Problem Based Learning-based worksheets give me benefits in the learning process	87,05%
9	I have had a pleasant experience using Problem Based Learning worksheets	72,94%
10	I feel proud of using LKPD based on Problem Based Learning	75,29%
11	I always take the time to study (at least 1 hour) before the start of class	85,70%
12	Class conditions are very conducive in the learning process	77,64%
AVERAGE		81,37%

Based on table 3, it is obtained that the average percentage of the application of LKPD learning facilities is 81.37% with a very decent category

**Table 4 Quality Of Learning Through LKPD**

No.	Question	Percentage
1	The teacher gives the main points of the material that will be taught to students in the LKPD	76,47%
2	The teacher summarizes the material that has been taught at each meeting	75,29%
3	Giving assignments to students about certain materials that will be discussed independently	85,88%
4	The teacher makes assessment criteria for mastery of the material	82,35%
5	Teachers do not only use the lecture method in delivering learning	84,70%
6	Teachers use various strategies in learning	85,88%
7	Teachers use various media in learning	83,52%
8	The teacher gives praise to students who have good grades	78,82%
9	The teacher explains the learning objectives to the students	78,82%
10	The atmosphere of the class during the learning process becomes fun	78,82%
11	Students play an active role in learning activities	76,47%
12	Learning activities become more effective and efficient	75,29%
AVERAGE		80,19%

Based on table 4, it is obtained that the average percentage on the quality of learning at LKPD is 80.19%, so it is categorized as very feasible

**Table 5 Use Of Learning Media In LKPD**

No	Question	Percentage
1	Learning media is easy to understand and uses good, correct and effective language.	85,88%
2	Media is a new and unique media for students	80%
3	Media can increase students motivation in studying learning materials	78,82%
4	Selection of attractive learning media colors	80%
5	Selection of images in the media in accordance with the learning material	78,82%
6	Text on media can be read well	85,88%
7	Illustrations are able to describe the content of the material	80%
8	Neat media design	77,64%
AVERAGE		80,88%
AVERAGE OF ALL ASPECTS		82,40%

Based on table 5, it is obtained that the average percentage of the use of learning in LKPD is 80.88%, so it is categorized as very feasible. The average percentage of all aspects is 82.40%, so problem-based learning LKPD media is suitable for use in madrasa learning

The data used in this study were obtained from two data collection methods, namely the results of documentation and pretest, posttest students. This documentation method is used to obtain data regarding criticisms and suggestions from media experts and material experts on the developed product.

- **Media Expert Validation;** Media Expert Validation is carried out by filling out an assessment questionnaire sheet on each assessment aspect consisting of three criteria: content feasibility aspects, presentation feasibility aspects and Contextual feasibility. The media expert who became the validator in this study was 1 lecturer of the Islamic religious education study program at University. KH. A. Wahab Hasbullah Jombang. After the scores from the media experts were collected, the researcher calculated the percentage of quality scores for each aspect of the LKPD media questionnaire using a Likert scale. The results of the initial media validation are listed in table 6.

**Table 6 Validation Results of Early Stage Media Experts**

No	Aspect	Percentage (%) Ideal	Criteria
1	User Ease	85%	Very Worthy
2	Attractions	75%	Worthy
3	Time Efficiency	100%	Very Worthy
Average		86,6%	Very Worthy

Based on the data in table 10, the results of the media expert's assessment are categorized as very feasible if  $X > 80\%$ ; feasible if  $61\% < X < 80\%$ ; quite feasible if  $41\% < X < 60\%$  less feasible if  $21\% < X < 40\%$  and very less feasible if  $X < 20\%$ . From the calculation data on the three aspects in the initial stage of material validation, it can be seen that the User Ease aspect gets a percentage of 85% with very decent criteria, the Attractiveness aspect gets a percentage of 75% with appropriate criteria and in the Time Efficiency aspect with a percentage of 100% with very feasible criteria, thus obtained the average number of total aspects of 86.6% then the media is very feasible to use.

- **Material Expert Validation;** Validation of material experts is done by filling out an assessment questionnaire consisting of aspects of the feasibility of graphics. There are 16 statements in this aspect. This assessment is given by the subject teacher at MTs AL-Ma'arif. At the initial stage of material validation, the validators only commented on the student worksheets as follows: There is already a match between the material and the indicators listed. Validation of the final stage of the material is done by filling out an assessment questionnaire sheet of several aspects. There are 16 statements in this aspect. The results of the final stage material expert validation are presented in table 7 as follows:

**Table 7** Final Stage Material Expert Validation Results

No	Aspect	Percentage (%) Ideal	Criteria
1	Completeness of LKPD Components	87,5%	Worthy
2	Suitability of Learning Materials	80%	Worthy
3	Presentation of Learning Materials	87,5%	Worthy
4	The accuracy of the choice of words and language used	73,3%	Worthy
5	Letters used in LKPD	70%	Worthy
Average		79,66%	Worthy

Based on the results of table 7 above, the assessment on the feasibility aspect of the material is 79.66% with appropriate criteria. So the average score for this aspect is 79.66%, which means that the LKPD material is declared feasible.

The results of students who reached the KKM before the LKPD learning media were given were. The results of students who achieved the KKM after being given the LKPD learning media were 17, the student learning outcomes, namely the students' pretest and posttest scores. the average value of the pretest and posttest. That the average value of the pretest is 56.47 while the posttest is 73.82.

## CONCLUSION

From the discussion of research results from learning using student worksheets, the first conclusion is from the results of research on several aspects of the questionnaire. The second is the value of student learning outcomes, namely the pretest and posttest scores. With the average in the aspect of student acceptance of student worksheets is 82.5%, the average obtained from the LKPD Design is 81.37% in the aspect of implementing problem-based learning LKPD learning facilities is 81.37%, the percentage on the Aspect the quality of learning through student worksheets (LKPD) is 80.19%. With the acquisition of the use of learning media in student worksheets is 80.88%, it is said to be feasible and can be used in classroom learning. So with the acquisition of the percentage of each aspect will be taken the average of all aspects to make conclusions. The average percentage of all aspects is 82.40%, so this based learning-based LKPD media is suitable for use in learning the madrasa. The second conclusion is the conclusion of the student learning outcomes, namely the students' pretest and posttest scores. the average value of the pretest and posttest. That the average value of the pretest is 56.47 while the posttest is 73.82.

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