

Research Development of Students Worksheets Subtheme Me and My Goals Through Contextual Approach

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Key words: Student work sheet, contextual approach, learning outcomes

Abstract: This study aims to generate worksheets learners using a contextual approach that is feasible on a subtheme I and My goal for the students of fourth grade in elementary school, generate worksheets learners using a contextual approach that is practical on a subtheme I and My goal for the students of fourth grade in elementary school and generate worksheets learners using a contextual approach which is effective subtheme Me and My goal for the students of fourth grade in elementary school. Development model used in this study is the ADDIE development model consisting of five stages, namely the analysis (Analysis), design (Design), development (Development), implementation (Implementation) and evaluation (Evaluation). Data of learning device feasibility result include percentage of feasibility result of learning device and test result of cognitive learning result is 92.31 and 100% with criterion “Very good”. Data from the feasibility of a worksheet that includes a percentage of learners feasibility content/material, presentation, language and graphs, respectively were 91.07, 93.75, 91.67 and 93.75% by the criteria of “Very Good”. Data from the worksheet practicality learner response results include the percentage of students in individual testing and a small group was 84.25% and 85.58% with a reliability of 0714 and 0906, the percentage of learning enforceability of 90.68% with a reliability of 0133 meet the criteria of “Very Good”. Data from the effectiveness of worksheets learners include the results of the normality of the pretest and post test for 0359 and 0434, the results of the homogeneity of pretest and post test for 0683 and 0677, the result of t-test pretest and post test for 0777 and 0001, the results of n-gain experimental class of 0.71 “High “and n-gain control class is 0.34” Medium”.

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INTRODUCTION

Education is required by all people in various layers. Education rooted in the nation's culture serves to build people's lives in the present and future. Therefore, it is necessary to apply the right curriculum to explore the potential of the young generation of Indonesia as the heir of creative culture in order to realize a better life in the future in accordance with the nation's cultural values.

The 2013 curriculum positioning the cultural excellence is studied to create pride, application and manifestation in private life in social interactions in the surrounding community and in the life of today's nation. Curriculum 2013 aims to prepare Indonesian people to have the ability to live as individuals and citizens who believe, productive, creative, innovative and affective and able to contribute to the life of society, nation, state and world civilization. Curriculum 2013 is a more competency-based curriculum Emphasizing on the attitude aspect (affective), in contrast to the Education Unit Level Curriculum (KTSP) which is more focused on the knowledge (cognitive) aspect. The 2013 curriculum learning process uses integrated thematic that integrates attitude, knowledge and skill aspects into a unified whole in each subjects. In addition, it also combines the basic competencies in some subjects to be related to each other, mutually reinforcing and avoiding overlapping and maintaining alignment between these competencies.

The task of the teacher is to facilitate the development of the existing potential within the learners, providing meaningful learning experiences by linking learning materials with the problems faced by learners in daily life and overcoming the fears of learners in some subjects that are considered difficult with using thematic learning. This is in line with the opinion by Nasution^[1] which states that when teachers teach a subject, the teacher not only prioritize the subjects but must also pay attention to the child himself as a human who must be developed personally.

Based on the results of interviews from grade 4 teachers at SDN Sidodadi-Sidoarjo on September, 19, 2016 there are some obstacles encountered in learning by using the 2013 curriculum, namely the average value of cognitive test results on subtheme Me and My goals have not achieved results maximal, learners can't fill the books of students directly because later the book will be lent to his class (rotation system), the student worksheet can't accommodate the basic competencies expected, the teacher is still difficult in explaining the material lessons with thematic, some parents feel confused while accompanying their children in learning because the material in the learner's book is still limited. In addition, many teachers do not have time to write complementary materials, so that, they are only based on textbooks lessons.

To overcome this, it is necessary to develop instructional materials in addition to textbooks, one of the learning resources used by teachers to support the learning process is the work sheet of students. Participant's work sheet includes print media of print technology development in the form of books, containing visual material including material summary and question exercises with questions to answer, lists to complete and an experimental sheet^[2]. Student worksheet is a teaching material that is packed in such a way that learners can learn the material independently. Therefore, in the worksheets students should include materials that are structured, concise and tasks related to the material.

Use of learner's worksheets in learning activities can encourage learners to process the material learned, either individually or in conjunction with other learners in the form of group discussions. Student worksheets can also provide full opportunities for learners to express their skills in the development skills of thinking processes through searching, guessing and even reasoning activities.

In the implementation, teachers are expected to provide an interesting learning alternative and can support the growth of student-centered learning activities (student centered learning). In the context of curriculum implementation, it is understood that thematic learning is one of the integrated learning models based on certain themes that are contextual to the world of children^[3]. Therefore, one approach to learning appropriate for thematic learning is contextual approach or commonly called the Contextual Teaching and Learning (CTL). Contextual teaching and learning is an approach to learning that involves the learners in an important activity that helps them connect academic learning With the real-life context they face^[4]. One characteristic of a contextual approach is learning that centers on the learner. Contextual approach includes the ability of teachers in implementing the learning process that focuses on the empowerment of learners. Learning is done by taking into account the potential of learners, learning facilities, situations and conditions as well as attention to the learning objectives to be achieved.

Starting from the problems above, it is necessary to develop thematic materials with a contextual approach. From several types of teaching materials, one of them in the form of worksheets of learners as a source of learning for learners to get the material, direction and motivation to more easily understand the material in the subtheme Me and My goals well. The learner's worksheet contains learning instructional components, supporting information and work-out steps to help students learn in a more structured way. Student worksheets can also be guidance for teachers who contain instructions in facilitating an integrated thematic learning process of the 2013 curriculum.

This research is reinforced by the success of previous research conducted by Isnanto^[5] under the title of LKS development based on contextual approach of economic activity material in Indonesia grade 5 in elementary school student. The results showed that IKS LKS has been feasible to use with good product quality criterion, in terms of material feasibility. Based on media feasibility, LKS IPS obtained the result with good product quality criteria. Based on teacher response IPS LKS product obtained the results with very good criteria. While based on student response, the product obtained the result with very good criteria.

Conceptual framework

Students worksheets: Student worksheets are sheets of tasks that the learners have to do. The learner's worksheet is usually a guide and steps to complete a task. A task instructed in the learner's worksheet should be clear in accordance with the basic competencies to be achieved^[6]. Kemp and Dauton^[7] stated that the student's worksheets are activity sheets that provide instructional guidance on chosen topics/subjects and accompanied by questions/exercises, otherwise the correct answers are also usually attached.

Student worksheet as one of the teaching materials to load material that must be mastered by learners. The material in the learner's Worksheet is structured in such a way that by studying the material, the objectives of the formulated learning can be achieved. In addition, student's worksheets should be developed and written with due regard to the principles that the material coverage is sufficient, the order of the material is presented systematically and the content must be in accordance with the learning objectives.

In developing a learning material for students' worksheets, there are several conditions that must be considered in the preparation. According to Sudjana and Rivali^[8] the terms include didactic terms, construction terms and technical requirements. Depdiknas states the steps undertaken in the preparation of the learner's work sheet, among others, conducting curriculum analysis, drawing the needs sheet of the learners, determining the theme topic sheet Work of learners on the basis of Basic Competence (KD) and the basic materials contained in the curriculum; writing worksheets of learners who cite the formulation of KD and indicators of achievement of competence by referring to content standards, determine the assessment tool based on the competency control; determine the work sheet structure of learners.

Benefits of using the work sheet of learners in the learning process, among others, learning will attract more learners, so that, can foster motivation to learn; learning materials will be more clear meaning that can be better understood by learners and enable learners to master the

purpose of learning well; learning methods will be more varied, not merely verbal communication through the words by the teacher, so that, learners are not bored and the teacher is not exhausted; learners do more learning activities because not only listening to teacher's description but also other activities such as observing, performing, demonstrating and others^[8].

So, the reason to use the learner sheet in the learning process because it allows teachers to manage the learning process from teacher oriented that all activities centered on the teacher to be a student oriented learning activities centered on the learners. In addition, helping teachers direct learners to understand concepts or find concepts through their own activities. Furthermore, it allows teachers to monitor the success of learners to achieve learning objectives.

Contextual approach: Learning with a contextual approach is a learning concept that helps teachers connect the material taught to the real-world situations of learners and encourages learners to make connections between their knowledge and apply it in daily life. Johnson^[4] suggests that contextual learning is an education that aims to help students see meaning in their lives that is with the context of their personal, social and cultural circumstances".

So, the learner worksheet with a contextual approach are sheets that contain instructional instructions or steps of learning activities for learners to find/gain knowledge of the material being learned by using the concept of learning that emphasizes the relevance of learning materials with the life of the participants Educated significantly, so that, learners are able to connect and apply the competence of learning outcomes in everyday life. Student worksheets with contextual approaches allow for a quiet and enjoyable learning process because learning is done naturally, so learners can practice directly what they learn.

One theory underlying the contextual approach is Ausubel's meaningful learning theory, Piaget's cognitive developmental theory and Vygotsky's social learning theory, Bruner's theory of free discovery learning.

According to Susanto^[9] there are seven main components of learning that underlie the application of contextual learning in the classroom that is constructivism (constructivism), invention, questioning, reflection) and actual assessment (authentic assessment).

Thematic learning: In accordance with the stages of child development, the characteristics of how children learn, the concept of learning and meaningful learning, the learning activities for elementary school children should be done with thematic learning. Thematic renewal is an integrated learning that uses themes to link some subjects, so as to provide meaningful experiences to learners^[10].

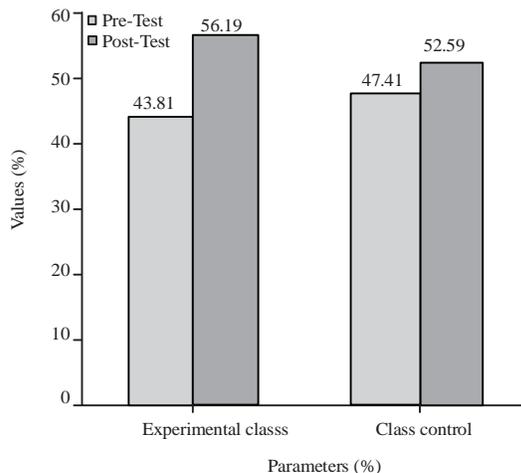


Fig. 1: Diagram of pretest and posttest result

Thematic lesson emphasizes the involvement of learners in the learning process actively in the learning process, so that, learners can gain direct experience and trained to be able to find their own knowledge learned. Through direct experience learners will understand the concepts they learn and relate them to other concepts that have been understood. This learning theory led by Gestalt psychology (Fig. 1) including Piaget who emphasized that learning should be meaningful and oriented to the needs and development of children. Thematic lesson emphasizes the application of the concept of learning while doing something (learning by doing).

Results of student learning: Susanto^[9] suggests that learning outcomes are changes that occur in learners, whether involving cognitive, affective and psychomotor aspects as a result of learning activities. Meanwhile, according to Jihad and Abdel^[11] the result of learning is the attainment of behavioral changes that tend to settle from the cognitive, affective and psychomotor aspects of the learning process done in a certain time. Learning result is a change in learner's behavior due to learning. The change is sought in the process of teaching and learning to achieve educational goals. Learning outcomes are often used as a measure to find out how far learners master the material that has been taught.

In general, the factors that influence learning outcomes are divided into two categories, namely internal factors are factors that come from within the students, including physiological factors and psychological factors. Then the external factors are environmental factors and instrumental factors^[12]. Both of these factors affect each other in the learning process of learners, so as to determine the quality of learning outcomes.

Contextual thematic course worksheet: Optimizing contextual based worksheets on learning is a learning concept that will help teachers connect between the materials taught to the real-world situations of learners, encourage them to make connections between their knowledge and apply them in their lives as family members and communities. With this concept the results of student achievement can be increased in addition learning is expected to be more meaningful for learners. The learning process will take place naturally in the form of activities, learners who work and experience, not transfer knowledge from teacher to learners. Learning strategy is more important than results.

In a contextual classroom, the teacher's job is to help learners achieve their goals. That is teachers deal more with strategies than to inform. The teacher's job is to manage the class as a team working together to find something new for class members (learners). Something new comes from finding yourself not from what the teacher says.

This contextual learner worksheet is designed in accordance with the current curriculum of the 2016 revision curriculum 2016 that uses thematic learning. Learners will find it easier to understand thematic learning if they are looking for the information they need from their surroundings. So, that learners are not only able to understand the material but also can apply it in everyday life.

MATERIALS AND METHODS

Research design: In this research, the development model of learning materials of learners worksheet used is the development model of ADDIE. Branch^[13] which says that creating product using ADDIE process remains one of today's most effective tools. Because the development model of ADDIE forms a cycle consisting of five stages, namely analysis, design, development, implementation and evaluation.

Data collection techniques: In developing the learning tools in this study, data collection was done using test, observation and questionnaire techniques. Required Instruments such as: feasibility sheet of learning device, worksheet leaflet feasibility sheet, student response sheet, student learning observation sheet, test result sheet of cognitive.

Based on the design used in this research, using the randomized pretest-post test control group design, the data analysis is done by using the t-test formula. According to Winarsunu^[14], the t-test technique (also called t-score, t-ratio, t-technique, student-t) is a statistical technique used to test the significance of differences between two meanings derived from two distributions. In this research, independent sample t-test is done to know

the difference of test result of learning (pretest and posttest) between experimental class and control class, t-test using SPSS 19^[15].

Normalized gains (g) are used to provide an overview of the improvement of learning outcomes between before and after treatment. The magnitude of the increase is calculated by the normalized gain equation as follows Sundayana^[16]:

$$g = \frac{\text{Posttest score} - \text{Pretest score}}{\text{Ideal score} - \text{Pretest score}}$$

RESULTS AND DISCUSSION

Results of feasibility analysis of contextual teaching worksheet: The feasibility of the learner's worksheet with this contextual approach is measured using content validity test and construct validity. The feasibility test of the learner worksheet includes content feasibility test, presentation, language and graphs. The feasibility test for this learner worksheet uses a scale of 1-4 ranges by giving a check mark in the score column and commenting on the note column.

The average overall score gained for the eligibility of the contents of the learner's worksheets is 3.64 with a percentage of 91.07%. Furthermore, the average overall score obtained for the feasibility test of presentation of student worksheet is 3.75 with percentage of 93.75%. For the average language feasibility test score in the learner's worksheet is 3.67 with a percentage of 91.67%. While the average overall score obtained for the feasibility of graphs in the learner's worksheet is 3.75 with a percentage of 93.75%. From the overall data of the feasibility test results prove that the student worksheets can be used in the research and meet the criteria of "Very Good".

Results of practicality analysis contextual lecturer's worksheet: The practicality of learner worksheets with this contextual approach is measured using the results of the questionnaire of learner's responses and the results of observation on the implementation of learning. Questionnaire response learners function to measure student's interest to work sheet product of contextual learners and also used as reference for next product revision. While the observation of the implementation of learning functions to determine the fit between the learning proces with the implementation plan of learning. Given the average overall score gained for the questionnaire of the learner's responses in small group trials is 3.42 with a percentage of 85.58% proving that the learner's responses or responses to the contextual learner's worksheets meet the "Excellent" criteria. Furthermore, the calculation of reliability test to determine the level of confidence in the results of the questionnaire response of learners to the work sheet of

learners. Cronbach α value for 15 respondents with 20 questions is 0.906, then the questionnaire results of learners in small group trials meet the "reliable" criteria. The determinant aspect of practicality of subsequent work sheet is the result of observation or observation on the implementation of learning. This observation was conducted by two observers, namely teacher of class 4A and 4B for six lessons. How to fill in this observation sheet using a scale of range 1-4 and give a check mark in the score column. It is known that the average overall score for observation of learning execution from two observers is 3.63 with a percentage of 90.68%. These results prove that the implementation of learning for six meetings meet the criteria of "Very Good". Furthermore, the calculation of kappa reliability test, value (value) kappa reliability is 0.133. According to the criterion if kappa < 0.4 then the criterion is "bad" but if kappa > 0.75 then the criteria is "excellent" (excellent). Thus, the kappa reliability value of the learning implementation meets the excellent criteria because the value of kappa is 0.133 > 0.75.

Results of effectiveness analysis worksheet: Independent sample t test is used to know the difference of learning result between experiment class and control class. The data tested were test data of cognitive learning outcomes (pretest and posttest) in both classes. In this study, the calculation of independent sample t-test using SPSS analysis 19.

It is known that the sig value. (2-tailed) at pretest value is 0.777. According to the criteria, if sig. > 0.05 then there is no significant difference but if sig. < 0.05 then there is a significant difference. Because the sig value. (2-tailed) is 0.777 > 0.05 it can be concluded that there is no significant difference between the pretest of learners in the experimental class and the control class. After knowing the pretest t-test data of the learner, then the calculation of the learning result End (posttest) learners in both classes after treatment (treatment). At the posttest value is 0.001. According to the criteria, if sig. > 0.05 then there is no significant difference but if sig. < 0.05 then there is a significant difference. Because the sig. value (2-tailed) is 0.001 < 0.05 it can be concluded that there is a significant difference between the pretest of learners in the experimental class and the control class.

Based on the results of normalized n-gain test it is known that there is a significant difference between the improvement of learner's learning outcomes in the experimental class and in the control class. To know the difference level can be seen in the Fig. 1.

Figure 1 shows the percentage of the pretest grade of the experimental class lower than the control class. But the post test result in the experimental class is higher than the control class. The percentage of improvement of learning outcomes in the experimental

class was 12.38% while the improvement of learning outcomes in the control class was 5.19%. This proves that learners who use contextual learner's worksheets experience better learning progress than learners who do not use contextual learner worksheets.

Discussion on feasibility results of contextual learning students worksheet: The feasibility test of the contextual learner worksheet is carried out by requesting consideration from the material expert and the instructional design expert. Components tested are learning tools, test questions of cognitive learning outcomes, content, presentation, language and graphs of contextual learner worksheets. Learning tools that are tested include competence networks, syllabus, lesson plans, grids, evaluation sheets, materials and learning media. Based on the results of the feasibility test, learning tools are included in the "Excellent" category, so that, learning tools can be used in research without revision.

The next stage is to test the feasibility of the learner worksheet that includes the feasibility of the content/material, feasibility of presentation, language feasibility and feasibility of graphs. Based on the results of the analysis, the feasibility of the content/material in the work sheet of learners meets the criteria of "Very Good" because in accordance with the learning tools with contextual approach. The feasibility of presenting the worksheet of learners also meets the criteria of "Very Good" but with some revisions/improvements. Contextual learner's worksheet should be able to facilitate learners to observe the environment in order to understand the learning materials concretely. This is in accordance with the opinion by Haditono^[17] about the characteristics of learners in class IV who entered the operational stage of concrete. In this stage, learners are able to perform certain logical activities but only in concrete situations.

Results of practicality of contextual learner's worksheet: Test the practicality of contextual learner workspace is done by giving a questionnaire response of learners at the time of trial and make observations during the learning took place. Questionnaire response of the students was given at the time of individual testing with 5 respondents and small group trial with 15 respondents from SDN Tenggulunan.

The questionnaire results of learner's responses during individual trials meet the "Very Good" criteria and the level of trust assessments meet the "reliable" criteria. This indicates that learners are interested in the contextual learner workbooks developed. The results of the questionnaire of the learner's response to this small group trial fulfill the criteria of "Very Good" with the level of trust meets the "reliable" criteria. This proves that the learner's worksheets are appropriate to the interests of learners and can be used in research or field trials.

The second aspect determinant of practicality of learners sheet is the result of observation of the implementation of learning during field trials conducted by two observers namely teachers of class IVA and IVB in SDN Sidodadi. Aspects that are observed are the suitability of learning with a contextual approach that includes constructivism, inquiry, ask, Community learning, modeling, reflection and authentic assessment. This is in accordance with the contextual learning component according to Susanto^[9] which states that there are seven main components of learning that underlies the application of contextual learning in the classroom that is constructivism, questioning, finding (inquiry), learning community, modeling, reflection and actual assessment. Based on the observation of the implementation of learning during the six meetings by two observers, the average overall score earned meets the criteria of "Very Good". The result of agreement among observers also meets the "special" criteria, meaning that the score given by two observers is in accordance with the reality in the field and the assessment is reliable or reliable.

The effectiveness of contextual learning worksheet: The effectiveness test of learner's worksheets can be seen from the pretest and posttest result of learners in the experimental class and control class. The effectiveness test includes normality test, homogeneity test, independent sample t-test and normalized n-gain test. Based on the analysis result, the pretest value in the experimental class and the control class meets the "normal" criteria. Normality tests on posttest results in the experimental class and control class also meet the "normal" criteria. This is in line with Agusyana's^[18] opinion if the number of learners exceeds 30, then the data obtained is normally distributed. The homogeneity test also uses pretest and posttest data in both classes using lavene statistic's analysis. Based on pretest homogeneity test results, student learning outcomes in experimental class and control class are homogeneous or similar. The results of the posttest homogeneity test in the experimental class and control class also meet homogeneous or similar criteria.

Furthermore, the independent sample t-test is done. Based on the pre-test t-test results, there was no significant difference between the learning outcomes in the experimental class and the control class. But the posttest t-test results, there is a significant difference between the learning outcomes in the experimental class and the control class.

To find out how much improvement of learner's learning outcomes in the experimental class and control class, a normalized n-gain test was performed. Improved learning outcomes of learners interpreted "High". While the improvement of learning outcomes of learners in the control class interpreted "Medium". This proves that the

improvement of learning outcomes of learners using contextual learners worksheets higher than learners who do not use contextual learner worksheets.

The results of this study in accordance with research conducted by Rachmawati^[19] which concludes that the feasibility test of student worksheets is categorized very well. In addition, the observation of the implementation of learning also meets the criteria very well. Student learning outcomes in the experimental class and control classes also have significant differences.

CONCLUSION

Based on the results of research on the development of worksheets of learners with a contextual approach on subtheme Me and My Goals for grade 5 primary school can be concluded as follows. Contextual learner worksheets on subtheme Me and My Goals are eligible and can be used in learning. Contextual learner worksheet on subtheme Me and My Goals are stated to be practical and can facilitate learners in carrying out learning.

Contextual learner's work sheet on subtheme Me and My Goals is declared effective and can improve learner's learning outcomes.

From the conclusion of the results of the study it can be suggested that the student worksheets can be used by teachers as teaching materials to facilitate the activities of learners. In addition to providing learning materials that can improve learning achievement, teachers should encourage learners to link learning with everyday life. So, that learners are not only able to solve academic problems but also able to solve problems in his life.

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