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Development of LEKER SIRA E-LKPD on Nganggung Tradition to Enhance Learning Outcomes and Religious Values in Class X Social Studies at SMA 1 Pemali

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Abstract In the process of learning in schools, teachers, students, media, and the environment form a complex interplay. The role of teachers becomes more challenging as students heavily rely on them, leading to ineffective learning. Due to this dependence, a solution can be found by utilizing instructional materials that help teachers facilitate independent learning for students. This research aims to produce "LEKER SIRA" to enhance learning outcomes and religious character values in the history lessons of Grade X Social Studies at SMAN 1 Pemali. The research adopts the ADDIE research model. Based on the findings, it is concluded that "LEKER SIRA" is highly suitable as instructional material for Indonesian history lessons. The school-based research indicates an improvement in learning outcomes, with the average increasing from 51.8 to 89.9. This suggests that all students have achieved proficiency. According to the questionnaire on religious character values, a percentage of 81.8% was obtained.

Keywords: teaching materials, e-learning teaching materials (e-lkpd), nganggung tradition, learning outcomes, religious character

Abstrak Pada proses pembelajaran di sekolah tentunya guru, peserta didik dan media, serta lingkungan menjadi suatu hal yang sangat kompleks. Peran guru semakin berat oleh karenanya peserta didik yang masih sangat bergantung kepada guru menyebabkan pembelajaran belum efektif, dari ketergantungan peserta didik tersebut maka solusinya dapat menggunakan bahan ajar yang dapat membantu guru agar peserta didik dapat belajar secara mandiri. Penelitian ini memiliki tujuan menghasilkan LEKER SIRA untuk meningkatkan hasil belajar dan nilai karakter religius dalam pembelajaran sejarah kelas X IPS SMAN 1 Pemali. Penelitian ini menggunakan model penelitian ADDIE. Berdasarkan hasil penelitian didapatkan kesimpulan bahwa LEKER SIRA sangat layak untuk digunakan sebagai bahan ajar dalam pembelajaran sejarah Indonesia. Berdasarkan hasil penelitian di sekolah terdapat kenaikan hasil belajar dari rata-rata yang sebelumnya 51,8 menjadi 89,9. Hal ini menunjukkan bahwa semua peserta didik mengalami ketuntasan. Berdasarkan hasil angket nilai karakter religius, memperoleh persentase sebesar 81,8%.

Kata kunci : bahan ajar, E-LKPD, tradisi nganggung, hasil belajar, karakter religius

INTRODUCTION



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Learning is an interactive process that occurs between learners and teachers so that learners can gain learning experiences from these activities. Thus, learning is a process of activities that allows the learning process to take place in learners so that they can achieve learning goals. One of the important factors in learning activities is the teacher. The role of the teacher in the learning process of learners includes planning, preparing, conducting, and evaluating the learning outcomes achieved in learning activities (Padangsidimpuan Afridapane, 2017).

Eka Putri & Oktavia (2018) state that with the rapid development of education, teachers are required to activate the classroom atmosphere by promoting interaction among learners and between learners and their environment. In practice, learners are also required to construct knowledge through self-abilities in learning activities and to communicate the learned material. It is expected that through the activity of constructing knowledge, learners can understand what they have learned. Thus, the knowledge constructed will not easily disappear.

Based on interviews conducted on July 29, 2021, and observations from July 29, 2021, to August 13, 2021, the researcher found that the first problem encountered was the use of teaching materials at SMAN 1 Pemali was limited to Indonesian history textbooks. Teachers did not understand various teaching material innovations. However, during interviews with history subject teachers, the researcher found the second problem, which was that learners at SMAN 1 Pemali had limitations in terms of materials. Not all materials in textbooks and the internet had discussions corresponding to the existing materials, especially regarding local history. Usually, textbooks and the internet only discuss general topics, resulting in learners having limitations in material. Therefore, teaching materials are needed to overcome the limitations of understanding local history materials.

Observations conducted by the researcher found differences in learning outcomes and religious character values in the observed classes. In class X IPS 1, their learning outcomes were quite stable, while in class X IPS 2, the learning outcomes were quite low. This was based on the daily grades obtained from the subject teachers. Low learning outcomes were caused by the lack of variety in teaching materials, making learners less enthusiastic about learning. In addition, learners in that class already had a mindset that history learning was monotonous and boring. According to Slameto (1989) many factors influence the high or low learning outcomes of learners, one of which is facilities and infrastructure. Facilities and infrastructure that support learning play an important role in attracting learners to learning. One of the facilities and infrastructure included is the teaching materials used. Teaching materials can attract learners to be enthusiastic about understanding learning and will ultimately improve learning outcomes.

In addition to academic performance, there are facts in the class related to religious character values. The religious character values in class X IPS 1 show a good level. This is different

from class X IPS 2, which has lower religious character values. This conclusion is drawn from the list of attitude scores by the teacher. Religious character values can be obtained from the effective use of teaching materials. Iswanto (2015) states that teaching materials based on character values are designed for students to shape individuals with good personalities, characters, attitudes, and identities. The development of history teaching materials related to character values will make learning more valuable and meaningful.

Based on the issues, needs analysis, and facts found above, the researchers see that students need a renewal of the appearance and variety of teaching materials used. Interesting and enjoyable teaching materials also address the existing problems in the field. Prastowo (2015) explains various forms of teaching materials, one of which is printed teaching materials. Some forms of printed teaching materials are handouts, books, modules, worksheets, brochures, wallcharts, and photos/images. The researcher proposes a solution by developing teaching materials in the form of Lembar Kerja Peserta Didik (LKPD) berbasis elektronik atau E-LKPD Sejarah (LEKER SIRA) on the Nganggung Tradition in Kemuja Village, Mendo Barat Subdistrict. LKPD is a learning tool used by teachers to increase student engagement or activity in the teaching and learning process. LKPD generally contains practical instructions, experiments, discussion materials, and exercise questions, as well as any activities that involve students in the learning process. LKPD can be used to increase student engagement in the learning process. LKPD is a worksheet that is compiled and used with electronic assistance, for example, using an application. ESW can be used anytime and anywhere. This can support the efficient running of the learning process.

The reason the researcher developed the E-LKPD Sejarah (LEKER SIRA) teaching materials is to encourage students to actively engage with the material being discussed (Prastowo, 2015). LKPD is teaching material that is very easy for students to understand due to its concise summaries. Students can learn independently using LKPD, allowing them to grasp the material in a simple format. LKPD is concise teaching material with rich tasks for practice, making it easier to implement teaching to students.

Another reason the researcher developed LKPD instead of other teaching materials such as textbooks is that LKPD is considered more suitable for addressing the existing problems. This is adjusted based on the fact that Indonesian history lessons are only conducted for three hours per week, and all Indonesian history material is only taught in class X. Additionally, there are limitations in the researcher's ability to develop teaching materials other than LKPD.

The development of LKPD from printed teaching materials to electronic teaching materials also occurred due to several factors observed by the researcher in the field. The researcher noted that the use of gadgets, especially smartphones, at SMAN 1 Pemali, is quite

extensive. Almost 95% of students bring and use smartphones while at school. The researcher believes that this can be maximized by utilizing smartphones in history learning activities.

Local history is an important part of history material that needs to be studied. There are several reasons why the material "Nganggung Tradition in Kemuja Village, Mendo Barat Subdistrict" is used in teaching materials and considered important to learn. Firstly, this material has never been discussed or made into teaching materials before. Secondly, teachers have never developed this material using E-LKPD. Thirdly, this material has never been discussed at SMAN 1 Pemali. It's a fact that many students are not familiar with the local history in Bangka Province, which is still preserved and is an icon of Bangka Belitung Province. Students face difficulties in understanding the material with limited resources and only supported by general knowledge. With the presence of E-LKPD History (LEKER SIRA), students can learn and understand history more easily. E-LKPD History (LEKER SIRA) will be compiled as interesting and varied as possible. E=LKPD History (LEKER SIRA) can be used as teaching material that will connect students with the objects they are studying through the activities contained within it.

The material on the Nganggung Tradition in Kemuja Village, Mendo Barat Subdistrict is closely related to excellent religious character values when applied. To enhance knowledge and information regarding the procedures for carrying out the Nganggung Tradition and its connection to these religious character values, the author incorporates it into the student worksheets containing information about the Nganggung Tradition related to the Class X Senior High School Basic Competencies (KD) 3.8 Analyzing the development of society, government, and culture during the Islamic kingdoms era in Indonesia, as well as providing examples of evidence that are still applicable in contemporary Indonesian society. The uniqueness of discussing this material lies in the Nganggung Tradition, which encompasses many character values. Among the character values included are gratitude, mutual assistance, and fostering relationships. These values are crucial for life. They are among the 18 character values included in the 2013 Curriculum by the Ministry of Education and Culture.

E-LKPD History (LEKER SIRA) can serve as a teaching material that will connect students with the objects they are studying through the activities contained within the E-LKPD. The E-LKPD History (LEKER SIRA) developed by the researcher will be utilized to assess whether there is an improvement in students' learning outcomes. The use of the Nganggung Tradition material in the E-LKPD History (LEKER SIRA) is also expected to enhance students' religious character values. When studying the Nganggung Tradition, students are expected to extract religious values from its implementation stages. Research and development of E-LKPD History (LEKER SIRA) with the Nganggung Tradition material in Kemuja Village are expected to address the problems and meet the needs analysis results that have been conducted.

Previous research related to Student Worksheets (LKPD) has been conducted by Pradana et al. (2018) titled "Development of E-Learning Schoology LKPD Improving Critical Thinking Skills and History Learning Outcomes" and Mida Handayani & Sinaga (2020) titled "Development of Scientific-Based History Student Worksheets (LKPD) in Enhancing Student Character of Grade XI IPS". The difference between this research and previous studies lies in the electronically-based Student Worksheets (LKPD) developed, namely E-LKPD History (LEKER SIRA). E-LKPD History (LEKER SIRA) also differs from existing research because it contains local history material, namely the Nganggung Tradition in Kemuja Village, Mendo Barat Subdistrict. This material contains religious character values that can be applied in everyday life. Additionally, it is hoped that with this research and development, the Nganggung Tradition can continue to be preserved and not be eroded by advancing technology.

Through this research, it is hoped that it can help students to understand the presented material in the form of E-LKPD History (LEKER SIRA) more easily. Additionally, this research is expected to improve learning outcomes and religious character values. The results of this research are expected to motivate Indonesian history teachers to channel their creativity by creating or developing teaching materials according to the existing conditions.

METHOD

The research model used by the researcher is the research and development method. The focus of this research is to develop teaching materials, specifically E-SW History (LEKER SIRA), on the Nganggung Tradition in Kemuja Village, Mendo Barat Subdistrict. In this development research, the researcher applies the ADDIE model (Analyze, Design, Development, Implement, Evaluate) developed by Branch (2009). The ADDIE model is a systematic model, and therefore, it is used in this research as it systematically relies on theoretical learning design. The development of this model is conducted programmatically, and the research steps are structured as an effort to solve learning problems related to teaching materials that are relevant to the needs and characteristics of students.

The test subjects in the development of these teaching materials include subject matter experts and media experts. The test subjects not only consist of subject matter expert lecturers and media expert lecturers but also students who are also test subjects. Formative evaluation subjects are six students from class X.1 SMAN 1 Pemali who are randomly selected. The selection of these six individuals is considered representative of the 30 class members chosen. Summative evaluation subjects are all students of class X.1 SMAN 1 Pemali.

The types of data produced from this development are quantitative and qualitative. Quantitative data are scores obtained from questionnaires answered by media experts, subject matter experts, and students during testing, as well as students' scores before and after testing

with the application of teaching materials. Qualitative data come from notes in the comment columns by media experts, subject matter experts, and students during testing.

The instruments used by the researcher to collect data are validation questionnaires for subject matter experts and media experts, the practicality of teaching materials, and the religious character results of the students. The data analysis technique used in the development of this product employs quantitative and qualitative data analysis. Quantitative data analysis is used to analyze questionnaire data obtained from subject matter experts, media experts, and students. Qualitative data analysis is derived from the critical analysis and suggestions provided by subject matter expert validators, media expert validators, and students.

RESULT AND DISCUSSION

Based on the validation data analysis by the subject matter expert, Dr. Deny Yudho Wahyudi, S.Pd, M.Hum, a lecturer in the History Department at Malang State University, the total score given by the subject matter expert validator ($\sum X$) is 39 out of a maximum score ($\sum X_i$) of 40, resulting in an average percentage of 97.50%. The percentage of 97.50% is derived from 10 questions, with 9 questions receiving a score of 4 (very good/very suitable/very appropriate/very clear/very easy/very precise/very interesting), and 1 question receiving a score of 3 (good/suitable/appropriate/clear/easy/precise/interesting). The total percentage of 97.50% from the subject matter expert validation data is categorized as highly valid. Therefore, the E-LKPD History (LEKER SIRA) teaching material on the Nganggung Tradition in Kemuja Village, Mendo Barat Subdistrict, is highly valid for use as teaching material in the subject of Indonesian history. However, some revisions are needed, such as providing an introduction to other traditions in the area before discussing the Nganggung tradition.

Based on the validation data analysis by the media expert, Dr. Nur Wahyu Rochmadi, M.Pd., M.Si., a lecturer in the History Department at Malang State University, the total score given by the media expert validator ($\sum X$) is 34 out of a maximum score ($\sum X_i$) of 40, resulting in an average percentage of 85%. The percentage of 85% is derived from 10 questions, with 4 questions receiving a score of 4 (very good/very suitable/very appropriate/very clear/very easy/very precise/very interesting) and 6 questions receiving a score of 3 (good/suitable/appropriate/clear/easy/precise/interesting). The total percentage of 85% from the media expert validation data is categorized as highly valid. Therefore, the E-LKPD History (LEKER SIRA) teaching material on the Nganggung Tradition in Kemuja Village, Mendo Barat Subdistrict, is highly valid for use as teaching material in the subject of Indonesian history. However, some revisions are needed, such as related to student assignments and the addition of student activities. This percentage result also suggests the need for adding various activities to

be conducted by students. Therefore, this teaching material can be considered valid for proceeding to the next stage with some revisions.

The small group trial of the E-LKPD History (LEKER SIRA) teaching material on the Nganggung Tradition in Kemuja Village, Mendo Barat Subdistrict was conducted in class X.1 SMAN 1 Pemali with six student respondents. Through the evaluation of this small group, the total score ($\sum X$) obtained was 292 out of a maximum score ($\sum X_i$) of 336. Thus, the average percentage of the product trial was determined to be 86.9%. Based on the achievement level conversion table, the E-LKPD History (LEKER SIRA) teaching material on the Nganggung Tradition in Kemuja Village, Mendo Barat Subdistrict, is categorized as practically useful for teaching Indonesian history. However, revisions are needed.

The large group trial based on the questionnaire for the E-LKPD History (LEKER SIRA) teaching material on the Nganggung Tradition in Kemuja Village, Mendo Barat Subdistrict was conducted in class X.1 SMAN 1 Pemali with 30 student respondents. Through the results of the questionnaire for the large group trial, the total score ($\sum X$) obtained was 1495 out of a maximum score ($\sum X_i$) of 1680. Thus, the average percentage of the field evaluation was determined to be 89%. Based on the achievement level conversion table, the E-LKPD History (LEKER SIRA) teaching material on the Nganggung Tradition in Kemuja Village, Mendo Barat Subdistrict, is categorized as practically useful for teaching Indonesian history with minor revisions.

Through the results of the pre-test and post-test, an average increase in learning outcomes from 51.8 to 89.9 was obtained. The data obtained during the pre-test showed that no students achieved mastery or scored below the Minimum Passing Grade (KKM) (<80), while during the post-test, the percentage of mastery reached 100%, meaning all students passed and obtained scores above the KKM (>80). During the large group trial, the researcher also assessed the religious character of the students.

CONCLUSION

This research aims to produce teaching materials for the subject of Indonesian History. Sukmadinata (2017) explains that research and development is a process or series of steps to develop a new product or improve existing ones in a responsible manner. The product generated through this research is in the form of LEKER SIRA teaching materials. LKPD teaching materials have been developed by several researchers before, but the researcher is developing a different teaching material product from previous researchers. The teaching material product developed by the researcher is the E-LKPD History (LEKER SIRA) on the Nganggung Tradition in Kemuja Village, Mendo Barat Subdistrict.

The LEKER SIRA teaching material product is an electronic teaching material product. LEKER SIRA is created using www.canva.com and displayed through www.liveworksheets.com.

This LEKER SIRA teaching material product is developed to facilitate students in learning local history material. This is in line with the purpose of creating teaching materials as explained by Prastowo (2015), which is to facilitate students in learning and understanding lessons, thus increasing students' knowledge and insight.

Prastowo (2015) explains that teaching materials encompass all systematically organized materials (whether information, tools, or texts) that comprehensively represent the competencies students will acquire. These materials are used in the learning process with the aim of planning and implementing teaching effectively. The LEKER SIRA teaching material addresses the Nganggung Tradition in Kemuja Village, Mendo Barat Subdistrict, aligning with the basic competencies of the Indonesian history subject at the high school level. The content of the LEKER SIRA teaching material is associated with basic competency 3.8, which involves analyzing the development of society, government, and culture during the era of Islamic kingdoms in Indonesia, and demonstrating examples of evidence that are still applicable in contemporary Indonesian society. The Nganggung Tradition in Kemuja Village, Mendo Barat Subdistrict, presented in the LEKER SIRA teaching material, constitutes new content for students.

The LEKER SIRA teaching material, as a product of research and development, functions similarly to typical LKPD (Student Worksheets). E-LKPD can assist students in enhancing their critical thinking skills. When using E-LKPD, students become more actively involved in the learning process, making learning more interactive and enjoyable. E-LKPD can be accessed through students' smartphones and is highly supportive, especially during remote learning situations. Consistent with the research by Rosilia Dewi & Ariyanto (2011) LKPD serves to activate students in the learning process, particularly in communication skills and expressing opinions or ideas, both in written and oral forms.

The E-LKPD History (LEKER SIRA) teaching material on the Nganggung Tradition in Kemuja Village, Mendo Barat Subdistrict, has gone through several stages: expert validation, formative evaluation, and summative evaluation. The expert validation stage was conducted by expert validators in the field of subject matter and media. In this stage, the E-LKPD History (LEKER SIRA) teaching material on the Nganggung Tradition in Kemuja Village, Mendo Barat Subdistrict, obtained a validation percentage of 97.5% for content validation. In the media validation stage, it obtained a percentage of 85%. Therefore, this teaching material can be considered highly valid to proceed to the next stage with some revisions.

The next stage involved a small group trial with 6 students. Based on the results of the small group trial, the E-LKPD History (LEKER SIRA) teaching material on the Nganggung Tradition in Kemuja Village, Mendo Barat Subdistrict, obtained a percentage of 86.9%. The subsequent stage was a large group trial with 30 students. Based on the results of the large group trial questionnaire, the E-LKPD History (LEKER SIRA) teaching material on the Nganggung

Tradition in Kemuja Village, Mendo Barat Subdistrict, obtained a percentage of 89%. Furthermore, based on the effectiveness of the teaching material, there was an increase in the average learning outcomes from 51.8 to 89.9. This indicates that all students achieved mastery. Based on the questionnaire results for religious character values, a percentage of 81.8% was obtained.

In conclusion, the research and development of the E-LKPD History (LEKER SIRA) teaching material on the Nganggung Tradition in Kemuja Village, Mendo Barat Subdistrict, provides an alternative new teaching material and serves as supplemental material for textbook learning in Indonesian history. The LEKER SIRA teaching material adds variety to the teaching materials used, as previously only textbooks were used in Indonesian history lessons. The content presented in the LEKER SIRA teaching material, focusing on the Nganggung Tradition in Kemuja Village, Mendo Barat Subdistrict, serves as a means for students to gain knowledge about local history. Formative and summative evaluations indicate that the LEKER SIRA teaching material is highly valid and suitable for use in Indonesian history teaching. Additionally, LEKER SIRA can be categorized as effective as a teaching material for the Indonesian history subject. This is evidenced by the increase in students' learning outcomes above the minimum mastery criteria (KKM). The religious character values of the students are also seen to be above average. Thus, the objectives of this research and development have been achieved.

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