
DEVELOPMENT OF CROSSWORD-BASED STUDENT WORKSHEETS (LKS) FOR GRADE IV STUDENTS OF STATE ELEMENTARY SCHOOL 02 AIR BELITI SUNGAI PERIGI ON THE BEAUTY OF TOGETHERNESS THEME

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Abstract

This study aims to develop a product in the form of Crossword-based Thematic Student Worksheets on the theme 1 The Beauty of Togetherness in class IV SDN 02 AB.S PERIGI in accordance with the 2013 curriculum and to produce valid and practical worksheets for use in learning. This research is a development research with 4D (Define), (Design), (Develop), (Disseminate) models. Based on the results of the research analysis by the three experts, namely: linguists, material experts and media experts overall, it shows that the Crossword-based Thematic LKS on theme 1 The Beauty of Togetherness in class IV SDN has met the valid criteria with a percentage of 98.77%. Categorized as "very good". While the results of the analysis of student practicality sheets carried out in small groups consisting of 6 students have met the practical criteria with a percentage of 90.27% in the "very practical" category and the teacher's practicality test with a percentage of 84.61% so it can be concluded that thematic worksheets are based on The crossword on theme 1 The Beauty of Togetherness in class IV SDN meets valid and practical criteria and can be used in the learning process.

Keywords – Development, Thematic Worksheet, Crossword.

1. Introduction

Education is a staple in human life to create and develop human potential. Therefore, education is a very important thing in human life because education is one of the places where humans develop their potential, have noble character and with education can change human life and can educate the life of the nation and state. human mindset and as a necessity for human life so that later they can survive or be able to follow an education in modern times like this because technological developments are currently growing rapidly, an education is needed by humans.

A good education and one of them is on the quality of teachers because teachers not only teach but also educate students with noble character and become a good example for students. Teachers also have the expertise to learn it in learning because in this increasingly sophisticated era in the era of 4.0 the world of education is required to use technology, teachers are able to operate technology according to the current developments, then in the learning process, it is necessary to start interesting learning so that students do not get bored. and bored, such as using a lot of learning media or in the form of creative books. It is not enough just to create an advanced and quality education, it is necessary to improve the quality of education. Improvements in quality can be shown by students, educators, so that students are able to have religious spiritual strength, self-control, and have noble character, one of which is by using the 2013 curriculum.

The 2013 curriculum which contains thematic subjects, the 2013 curriculum is mandatory to be applied in schools and in all schools in Indonesia. The government implements the 2013 curriculum. Implementation of the 2013 curriculum brings new changes in the learning process at the Elementary School (SD) level. The 2013 curriculum applies a thematic learning process, its application can be seen from the thematic approach used in learning activities. This change also affects teaching materials such as the books used, with the existence of learning books combined with several subjects or thematics to facilitate students in the learning process.

The thematic learning process in elementary schools requires the availability of adequate books and can be used to meet the needs of integrated learning between one subject and another, we can see that in the current learning process we only use

Teacher's Books and Student's Books. Teacher's Book as a guide for teachers in carrying out the learning process and Student Books are used by teachers as teaching materials in the learning process which in the student book contains learning materials and contains questions or Student Worksheets that must be done by students and makes it easier for students to master competencies learning. According to Astari (2017:151) LKS or Student Worksheets are one of the right learning alternatives for students because LKS helps students to add information about the concepts learned through systematic learning activities. The use of student worksheets (LKS) is very practical and includes several practice questions.

Based on the description above, it is necessary to have teaching materials in the form of crossword worksheets in the learning process, especially thematic learning in accordance with curriculum 2103. The goal is to introduce students to creative worksheets so that students can think critically, make lessons more interesting, lessons more real and meaningful. So that students are more enthusiastic in learning activities using LKS based on local wisdom. Based on the problems above, the authors are interested in conducting a research entitled Crossword-based Student Worksheet (LKS) on the theme 1 The Beauty of Togetherness in class IV SD Negeri 02 AB.S PERIGI.

2. Method

This research uses the Research and Development method, because it will produce new products that can be used in the learning process and the techniques used are data collection techniques and data analysis. This research produces a product in the form of a crossword-based Thematic Worksheet on the theme 1 The Beauty of Togetherness for class IV SD Negeri 02 AB.S PERIGI. This research and development uses a 4D model.

According to Sugiyono (2019:37) the 4D development model is an extension of Define, design, development, and dissemination. Which means that there are 4 stages in this development model, namely define which contains defining activities, design is making a design form, development is the development of the model to be tested and dissemination which contains activities to market products that have been tested. According to Winarni (2018: 257) the 4D development model has 4 stages. This 4D model research is often used to develop teaching materials when learning in class. 4D

development model explains that 4D models are often used for research and development such as worksheets. The researcher uses quantitative descriptive analysis to manage the data in this research. iDescriptive statistics are statistics that are used to identify and describe the data that has been collected. Descriptive statistics has the function of describing or providing an illustration of the object being studied through sample data or population data as it is, without conducting an analysis and drawing conclusions that apply to the general public.

Data collection was obtained from the use of a questionnaire in which the response gave a sign (V) according to the answer score in the table provided. This study uses a Likert scale for validation sheets and practicality questionnaires for small group students. The following steps will be taken are:

1. Give a score for each item with answers very well (4), good (3), not good (2), and very bad (1).
2. Rating Validity level

$$\frac{\text{total score obtained}}{\text{total highest score}} \times 100\%$$

Table 1 Data Interpretation Validity

Persentase	Validity Interpretation
76% - 100%	Very valid
51% - 75%	Valid
26% - 50%	Quite Valid
0% - 25%	Invalid

(Zahro, 2017:66)

Practicality Test

According to Sa'adah and Wahyu, (2020: 97) in conducting a practical test of a product, there are two things that need to be done, namely practicality in the form of a validity questionnaire and a practicality questionnaire.

$$\text{Tingkat kepraktisan} = \frac{\text{total score obtained}}{\text{total highest score}} \times 100\%$$

Hidayat (in Febriandi 2020: 261)

Table 2 Practical Criteria for LKS

Interval Average Score	Clarification
81% - 100%	Very Pratical
61% - 80%	Pratical
41% - 60%	Pratical Enough
21% - 40%	Less Prstical
0% - 20%	Not Pratical

Riduan (in Irawan 2017:56)

- a. Student response questionnaires were given a score for each answer item with different answers, namely as follows:

Table 3 Scoring of Student Questionnaire Scores

Score	Criteria
1	Yes
2	No

- b. The teacher's response questionnaire was given a score for each answer item with different answers, namely as follows:

Table 4 Giving the Teacher's Questionnaire Score

Score	Criteria
1	Yes
2	No

Based on the table above, it can be concluded that the LKS is said to be practical if the average score obtained is 61%, with the following information:

- 1) LKS is said to be very practical, meaning that the LKS section is very usable and without problems.
- 2) LKS categorized as practical means that the LKS section can be used with a little improvement.

The LKS is said to be less practical, meaning that the LKS is less usable and needs a lot of improvement.

3. Result and Discussion

This development research is a product in the form of Thematic Worksheets based on Student Worksheets (LKS) based on Crossword on the theme 1 The Beauty of Togetherness in class IV SD Negeri 02 AB.S PERIGI, which is carried out using a 4D development model, which consists of several stages. The stages passed are as follows:

1. Stages passed by developing a product

Preliminary and final analysis, namely, the teacher conducts an initial diagnosis to improve the efficiency and effectiveness of learning. Initial analysis was conducted to determine the basic problems in development. At this stage, facts and alternative solutions are presented to make it easier to determine the initial steps in development.

- (1) Student analysis, that is, in this stage, it is necessary to analyze the characteristics of students, wiwit saka skills, students' motivation, background experience, and others.
- (2) Task Analysis, i.e., Ing, in this stage the teacher analyzes the main tasks that must be mastered by students so that students can gain minimum competence. Analysis of the task analysis of Core Competence (KI) and Basic Competence (KD) sing ana gandhengane because the material will be developed.
- (3) Material analysis, kang seven, so that the sing material is rewritten so that luwih can be used effectively for the Minangkabau as a means of playing tartamtu competence.
- (4) The definition of activities at this stage will be followed up by kanggo nemtokake and netepake which are full of development. Ing another model, this stage is often accompanied by a needs analysis. Every product

must require a different analysis. In general, using this definition, analysis of development needs is followed up, requirements for product development are in line with user requirements and research and development models (R&D models) are suitable for product development. Analysis can be carried out through literature research or preliminary research. Thiagarajan, analyzed the five activities involved in the following steps, namely: front-end analysis, student analysis (student analysis), task analysis (task analysis), concept analysis and formulation of learning objectives (instructional goal analysis). In terms of definition, you must pay attention to the following points:

a. Curriculum analysis

The sing curriculum is used in the learning process, namely the 2013 curriculum and the singular approach is used, namely the thematic approach. The material for pamulangan odd semester kanthi theme 1 is Togetherness with the 2013 Curriculum. There are basic competencies for 5 content of pamulang, namely Indonesian Language, Science, Social Studies, PPKn, and SBDP.

b. Student Analysis

The papat class students of SD Negeri 02 Air Beliti Sungai Perigi are happy that the learning process is real and the kanca worksheets are fun and creative, the students are excited about the sinau.

c. Destination identification

The population of this panliten is the fourth grade of SD Negeri Cacahe 23 students. The gap ing panliten iki nuduhake yen sadurunge nggunakake cross-adhedhasar worksheets, students did not press KKM. This is influenced by the sound of the text book being used, with complete durung content, at first the writer wanted to use a cross-adhedhasar worksheet.

2. Learning Analysis

Miikut Prastowo (2019: 115) said Manawa Minangka's Student Worksheet (LKS) of teaching materials in the form of sheets of paper that wrote material,

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summaries, and Kanggo's instructions for using *Sinau Sing* tasks must be acted upon by students, and those who accuse students of basic competence must be encouraged.

3. Context of Analysis and *Sinau*

The students in the *papat* class of the Duwe State Elementary School were excited and curious about the *dhuwur*, at first the writer found stimulation of the character of *Kanthi* students and the opportunity for *Kanggo* students to work together with *Kanthi Mandhiri* and group work and discussion groups.

4. Performance Goals

The purpose of singing is formulated to meet the ABCD requirements (viewers, behaviors, conditions, and degrees). *Sinau kalebu* goals: a. Students can relate various types of my nation's culture, b. Students can recognize various forms of Indonesian cultural diversity.

a. The instrument for developing this panel is in the form of a singing *tapecon*, a *sing wis* product, developed by a writer, namely the LKS *adhedhasar* with the theme of Togetherness.

b. Development Strategy for *Sinau*

This *Sinau* Development Strategy needs to be used to help guide the goal of *Sinau* through the development of singular products. The *sing* strategy used by the author is a *cross* strategy.

c. Development and choice of teaching materials

The product was created by the author of *Minangkabau* books to support the learning process, namely the LKS *adhedhasar* with the theme of Togetherness.

d. *Nindakake* Formative Evaluation

1. Media Expert Validation

The following are the results of the percentage of material validation experts:

Table 5 Percentage of Media Expert Rating

Value Range	Persentase	Category
87,75 – 108	81,25% - 100%	Very Good
67,5 – 87	62,5% - 80%	Good
47,25– 67	43,75% - 62%	Pretty Good
27 – 47	25% - 43%	Not Good

Based on these results, it can be seen that the feasibility of the LKS media based on the crossword model on the theme 1 The Beauty of Togetherness is "Very Good" with a percentage of 87, 96%.

2. Linguist

The results of the validation of linguists can be seen in the table of the following calculation results:

Table 6 Percentage of Assessment of Linguists

Value Range	Persentase	Category
58,8 – 70	84% - 100%	Very Good
47,6 – 58	68% - 83%	Good
36,4 – 46	52% - 67%	Pretty Good
25,2 – 35	36% - 52%	Not Good
14 – 24	20% - 35%	Not Very Good

Based on these results, it can be seen that the feasibility of the Student Worksheet (LKS) media based on the crossword theme of the Beauty of Togetherness "Good or Agree" with a percentage of 82.85%.

1. Material Expert

Table 7 Percentage of Material Expert Assessment

Value Range	Persentase	Category
84 – 100	84% - 100%	Very Good
68 – 83	68% - 83%	Good
52 – 67	52% - 67%	Pretty Good
36 – 51	36% - 52%	Not Good
20 – 35	20% - 35%	Not Very Good

Based on the percentage of material expert assessment results from material experts on crossword-based Student Worksheets (LKS) on the theme 1 The Beauty of Togetherness "Strongly Agree or Very Good" with the percentage of material experts being 88%.

2. Student Response Questionnaire

Table 8 Percentage of Small Group Test Assessment (Small Group)

Percentase	Category
81% - 100 %	Very Practical
61% - 80%	Practical
41% - 60%	Quite Practical
21% - 40%	Less Practical
0% - 20%	Not Practical

From the results of the small group trial and the practicality of the teacher, the score of the teacher practicality questionnaire was 84.61% and the small group student practicality questionnaire was 90.27%. Based on the results of the study, the use of crossword-based Thematic LKS is valid and practical.

5. Teacher Practicality Questionnaire

Table 9 Percentage of Teacher Questionnaire Assessment

Value Range	Percentase	Category
54,6 – 65	84% - 100%	Very Practical
44,2 – 54,6	68% - 83%	Practical
33,8 – 44	52% - 67%	Quite Practical
23,4 – 33	36% - 51%	Less Practical
13 – 23	20% - 35%	Not Practical

Based on the teacher assessment questionnaire that has been tested, it is stated that the teacher responds very well to the crossword-based worksheet developed by the author. The percentage obtained is 84.61% with the "Very Practical" category or the "Strongly Agree" or "Very Practical" category".

4. Conclusion

Based on the results of thesis research and development with the title "Thematic worksheets based on crosswords on the theme 1 The Beauty of Togetherness Class IV SD Negeri 02 AB.S PERIGI, Dharma Sakti district" produces teaching materials products in the form of crossword-based Thematic worksheets that are valid and practical to use. This research has gone through the validation stage by experts consisting of linguists, material experts and media experts as well as small group trials, and teacher practicality tests, so the authors can draw conclusions. The validity of the Crossword-based Thematic LKS based on analysis by experts, consisting of linguists with a score of 82.85% in the "valid" category, material expert validation with a score of 88% in the "very valid" category and media expert validation with a score of 87, 96% with the category "very valid". The overall results obtained from the three experts are 98.77% "very valid"

category. The practicality of the Thematic LKS based on Local Wisdom based on the analysis conducted on the teacher was 84.61 and the students who were tested in small groups was 90.27%. It states that teachers and students responded very well to the Crossword-based Thematic LKS which was developed so that it was declared feasible to use and very practical.

suggestions for this research are based on the results of the research above, the authors suggest. For students, research results can be used as a reference for student universities, the results of this research can be used as input contributions in improving the quality of education. For writers who want to develop worksheets, further work needs to be done.

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