



## Development of Thematic Worksheet Based on Character Education for Fifth Graders Schools

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
### Article Info

Published:  
31 March 2020

Keywords:  
Thematic Worksheet,  
Character Education,  
Primary School

### Abstract

This study aims to develop LKS in the form of Thematic Worksheet Based on Environmental Care Character Education on Theme 8 "Environment of Our Friends" Subtema 3 "Environmental Conservation Efforts" for fifth grade students of SD Negeri 15 Lubuklinggau and to find out the quality of LKS seen from the validity and practical aspects. This research is a development research with 4D development model (four D model). Data collection techniques in the study are interviews and questionnaires / questionnaires. The data analysis technique uses a Likert scale. The results showed that: (1) The validity of the worksheet showed that the worksheets developed were included in the Valid classification of the language worthiness component with an average score of 3.00, the content eligibility component was included in the Valid classification with an average score of 3.23 , and the presentation eligibility component is included in the Valid classification with an average score of 3.07. (2) the quality of teaching materials seen from the aspect of practicality included in the classification of "Very Practical" with an average score of 4.50 determined based on the results of students' questionnaire responses to worksheets.

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## INTRODUCTION

Education has a very important role in the process of increasing the ability and competitiveness of a nation in the eyes of the world. At this time education in Indonesia applies the 2013 Curriculum, Majid (2014) says "the orientation of the 2013 curriculum is an increase and balance between attitude, skill and knowledge competencies". In other words, the teacher is a facilitator, besides that the teacher must be able to develop the teaching materials used so that students do not feel bored and bored when the learning process takes place.

According to Yani (2014), one of the mindsets of the 2013 Curriculum is the amount of character education content in Core Competencies, so that curriculum development in each education unit must consider the achievement of character education. Gunawan (2014), argues that "character education is efforts that are designed and implemented systematically to instill the behavioral values of students related to God Almighty, themselves, fellow humans, the environment, and nationality that are manifested in the mind. attitudes, feelings, words and actions based on religious norms, law, manners, culture and customs ". This curriculum requires the use of a thematic learning approach in learning. According to Prastowo (2013),

Thematic learning is integrated and meaningful learning because it is adjusted to the learning development stage of elementary school children. Kemendikbud publishes thematic learning books to handle teachers and students. The book is published for each theme not subject. So that for class V books consist of nine books and each book includes seven subjects except for religious education and character. Each theme consists of three sub-themes which are broken down into six lessons. Each learning is carried out to achieve basic competencies that are interrelated from one or more subjects.

Apart from guidebooks, there are also worksheets that are used by several schools as teaching materials in the learning process to increase and train students' knowledge.

Prastowo (2014) states that "LKS is printed teaching material in the form of sheets of paper containing material, summaries, and instructions for implementing learning tasks that students must do, both theoretical and / or practical, which refers to the basic competencies that students must achieve. and its use depends on other teaching materials ".

Observations and interviews were carried out on January 8, 2020, the problem found was that the teacher taught using a teacher manual published by the Ministry of Education and Culture. Each student has a student handbook that was loaned from the school and returned to the school upon completion of studying a theme. The book should not be written down and crossed out so that some exercises and assignments that should have been written in the space provided in the book cannot be done. Students must write down the answers to assignments and exercises in their exercise books or notes. This causes students not to be free in the learning process and have difficulty repeating previously taught themes because students only rely on notebooks or their respective assignments.

The results of interviews with class Va students showed that the students' desire regarding worksheets is to have shapes and colors that attract attention, show images that are in accordance with the learning material and can help students find concepts and relate the material to everyday life. The teacher wants the student worksheets to be developed using language that is attractive and easy to understand by students, not confusing and provides a display of images, animations, backgrounds that match the material. In addition, worksheets must have clear objectives that can train students to look for and find answers. The questions in the worksheets are presented to deepen the material that has been studied in the form of stuffing and description questions along with experiments to find them according to everyday life. and in it contains the character of caring for the environment as a foundation of character that must be possessed by every student to improve the character that

exists in students. Daryanto and Dwicahyono (2014: 42) say that the character of caring for the environment is the attitude and actions that always try to prevent damage to the environment and the natural surroundings and try to repair the damage that has occurred.

The purpose of preparing the worksheets, namely presenting teaching materials that are easy for students to use in interacting with the material, presenting assignments that can improve students' mastery of the material, train students' independence in learning, and make it easier for teachers to assign assignments. While the benefits of student worksheets in thematic learning, namely through worksheets we get the opportunity to make students actively participate in the delivery of the material being taught.

One of the teaching materials that can support the implementation of thematic learning in the 2013 Curriculum is a Thematic Student Activity Sheet (LKS) based on character-based environmental care which is considered very important to support the learning of the 2013 Curriculum and to cultivate a caring attitude for students. Trianto (2010) states that "Student activity sheets can be in the form of guides for cognitive aspect development exercises as well as guidelines for the development of all aspects of learning in the form of experimental or demonstration guides". Based on the problems faced above, the researcher offers a solution, namely by conducting research on "Development of Thematic Student Worksheets Based on Character Education for Class V Students of SD Negeri 15 Lubuklinggau".

## METHODS

The research method used in this research is the Research & Development (R&D) method. This study uses a 4-D model, namely define, design, develop and disseminate. However, the disseminate stage was not carried out due to time and cost limitations. This study focuses on achieving the objectives of development research, namely, valid and practical aspects. If this research meets the valid and practical criteria, the results of the worksheets can be said

to be good. The techniques used in the development of these worksheets were interviews and questionnaires. In this study using unstructured interviews, namely interviews conducted by asking direct questions to the class V.a. The purpose of the interview is to find out the input and suggestions given by the teacher to the developed thematic worksheets.

In this study, two types of questionnaires were used, namely the LKS assessment questionnaire and the student response questionnaire. When filling out the questionnaire, a check mark (✓) is given on the answer options in accordance with the opinion on the statement submitted. This LKS assessment questionnaire is given to linguists, material experts, and media experts. This assessment questionnaire is useful for determining the quality of the validity of the worksheets developed based on the quality aspects of the worksheets competence, language, appearance and completeness of the worksheets. The score used consists of 4,3,2, and 1, respectively, showing ratings of Very Good (SB), Good (B), Poor (K), and Very Poor (SK). The results of the questionnaire assessment from linguists, material experts, and media experts are used as a guide for making revisions.

Student response questionnaires were given to students at the time of the study. This instrument aims to determine the quality of practicality based on students' responses and responses to the 4 indicators of student worksheets assessments, including: ease, language, interest and the developed student worksheet material. This assessment questionnaire is prepared on a Likert scale consisting of five (5) alternative answers, namely Strongly Agree (SS), Agree (S), Doubt (RR), Disagree (TS), and Strongly Disagree (STS). The score assessment on the questionnaire used was 1, 2, 3, 4, and 5.

The purpose of data analysis in this study was to determine the quality of the thematic worksheets based on character education based on aspects of validity and practicality. The validity analysis uses an instrument in the form

of a validation sheet to determine the validity of the developed Character Education-based Thematic Worksheet product. The validity of the LKS was obtained from a questionnaire from linguists, material experts and media experts. The results of the three validation

assessment sheets for the validity of the worksheets were analyzed using data tabulations. Guidelines for scoring worksheets for linguists, material experts, and media experts are filled in according to the following table.

**Tabel 1.** Guidelines for Scoring the Validity Assessment Sheet of Worksheets (Sugiyono, 2016: 93)  
Score Criteria

Score	Criteria
4	Very good
3	Good
2	Not good
1	Very not good

Calculate the average score of all aspects that master with the following formula (Widiyoko, 2019: 136).

$$\bar{x} = \frac{\sum x}{n}$$

**Note:**

$\bar{X}$  = Average score of all aspect  
 $\sum x$  = Total score for all aspects  
 $n$  = Number of questions

**Tabel 2.** Guidelines for Changing the Average Score into Qualitative Data (Adaptation Widoyoko, 2019: 136)

Average Score Interval	Clasification
$x > 3,4$	Very Valid
$2,8 < x \leq 3,4$	Valid
$2,2 < x \leq 2,8$	Quite Valid
$1,6 < x \leq 2,2$	Less Valid
$x \leq 1,6$	Very Less Valid

The practicality of thematic student worksheets based on character education can be seen from the results of the student response questionnaire analysis. The LKS practicality

assessment sheet data were analyzed by data tabulation. Guidelines for scoring the practicality of worksheets can be seen in the following table.

**Tabel 3.** Guidelines for Scoring Practicality Assessment Sheet LKS (Adaptation Widoyoko, 2019: 236)

Score	Criteria
5	strongly agree
4	agree
3	Doubtful
2	Disagree
1	Strongly Disagree

Calculate the average score from all aspects assessed by the following formula (Widiyoko, 2019: 136).

$$\bar{x} = \frac{\sum x}{n}$$

**Note:**

$\bar{X}$  = Average score of all aspects

$\sum x$  = Total score for all aspects

$n$  = Number of questions

**Table 4.** Guidelines for Changing the Average Score into Qualitative Data (Adaptation Widoyoko, 2019: 243)

Average Score Interval	Classification
$x > 4,2$	Very Practical
$3,4 < x \leq 4,2$	Very Less Practical
$2,6 < x \leq 3,4$	Quite Practical
$1,8 < x \leq 2,6$	Less Practical
$x \leq 1,8$	Practical

**RESULTS AND DISCUSSION**

**Needs Analysis Results**

This research develops a product in the form of a Student Worksheet (LKS) based on Environmental Care Character Education on Theme 8 "Our Friends' Environment" Sub-theme 3 "Environmental Conservation Efforts". The development of thematic student worksheets based on character education is carried out using the 4D development model, the procedure in this LKS development research uses the 4D development model with only 3 stages due to limited research time including: Define, then followed by the Design stage, and the Develop stage. (development). The three stages are carried out to produce valid and practical thematic worksheets based on character education. The three stages can be explained below.

**Definition stage (Define)**

The initial analysis at this stage was conducting observations and interviews on January 8, 2020 with class Va homeroom teachers. The results obtained from the preliminary analysis on observations and interviews were: a) The curriculum used in SD Negeri 15 Lubuklinggau was the 2013 curriculum, b) The problems that arise in

thematic learning is the lack of student involvement in learning, the development of student thinking skills related to the material discussed, and the learning resources used do not attract students' attention in learning.

The results obtained from the student analysis, namely that at this age, students of class Va are at a concrete operational stage in their learning behavior. Learning understanding by involving real objects directly will make it easier for students to capture and absorb information so that it is more durable in students' memories.

In thematic learning the use of worksheets that can display actual objects will greatly assist students in thinking. Students will find it easier to understand what the teacher says. This LKS contains material contained in Theme 8 "Our Friends' Environment" Sub-theme 3 "Environmental Conservation Efforts". The outline of this material includes: the content of the material based on character education-based learning, the problems presented in the content of the assignment based on the character of environmental care that occurs in the surrounding environment.

**Planning Stage (Design)**

This LKS is presented with questions related to the character of caring for the

environment in everyday life, in this LKS also provided sufficient space to solve questions so that students' answers do not need to be written on paper or in another book. The choice of format in this LKS is to choose a format based on character education that cares about the environment. The components contained in the thematic worksheets include the beginning, the content, and the end.

Writing thematic worksheets uses a computer application program, namely Microsoft Office Word 2007 with a format based on Environmental Care Character Education and the material on the LKS is in accordance with the basic competencies of the 2013 curriculum on Theme 8 "Our Friends' Environment" Sub-theme 3 "Environmental Conservation Efforts" which linking the material in the sub-theme with the character of caring for the environment. The front cover page contains the title and picture of the content. The pre-content / introduction section contains an identity page, a foreword, the LKS concept map and a table of contents. The content section contains student learning and evaluation materials and at the end contains a bibliography and back cover page.

The design of thematic worksheets based on environmental care character education is designed with a cover display, color, typing

format and the type of paper used to make worksheets according to good and attractive criteria so that students are more happy and interested in using the developed worksheets. The worksheets are made with a size of 21.0 x 29.7 cm (A4) by considering practicality, namely so that they are easy to carry so that students can study anywhere outside of class hours and facilitate storage in bags.

The cover of the LKS is made with a purple cover on the background containing the name of the LKS author, the title of the LKS, namely the Environment of Our Friends based on Environmental Care Character Education, accompanied by images related to the material, namely images of caring for the environment with greening, images of protecting water clean and image maintaining socio-cultural diversity, the identity of the book owner consists of name, class and school so that the initial design is compiled in the form of a Prototype I Worksheet.

#### Development Stage (Develop)

The results of the validity assessment of language, material and media experts on character education-based thematic worksheets are classified as valid with an average score of 3.11.

**Table 5.** Recapitulation of the Results of the Validity of the Expert Worksheets

Validator	Number of questions	Score obtained	Validator's average score	Classification
Language	14	42	3.00	Valid
Theory	22	71	3.23	Valid
Media	27	83	3.07	Valid
total	63	196	3.11	Valid

Based on the three validation results, an average score of 3.11 is obtained so that the student worksheets can be classified as valid and the thematic student worksheets based on character education that have been developed meet the validity requirements.

In prototype I worksheets, the first stage carried out was evaluating the worksheets by experts to obtain information related to whether

or not the material on the LKS was suitable for learning purposes, the correctness of the concept and the depth of the material, and the scope of the material. The evaluation in this study was carried out by three experts. The results are in the form of assessments and suggestions that must be corrected by the researcher and revised to produce a prototype II worksheet that is used as a reference for small group testing.

At this small group trial stage, what students do is use and work on the questions on the worksheets with the aim of knowing students' understanding of the instructions in the LKS. The conclusion that can be obtained from the results of working on these questions is that the research subjects, namely 9 students understand, understand, and student worksheets can be used properly. At the end of the meeting students were given a student response questionnaire and asked to fill out the questionnaire with the aim of seeing the practicality of the developed worksheets. Following are the results of the student response questionnaire in the small group trial.

The average score obtained from the results of the LKS assessment with the student response questionnaire in the small group trial of 4.50 is classified as Very Practical, so that the LKS is practical.

## CONCLUSION

The design of thematic student worksheets based on character education for fifth grade elementary school students in the subject matter of Theme 8 "Our Friends' Environment" Sub-theme 3 "Environmental Conservation Efforts" is carried out using the 4D development model. There are 4 stages in the 4D development model, namely a) the defining stage (Define) b) the design stage (Design), c) the development stage (Develop) and d) the dissemination stage (Disseminate) was not carried out due to limited time and research costs.

The character education developed has met the validity requirements. The practicality of the worksheets developed was seen from the

results of the small group trial stage. The results of the small group trial obtained an average score of 4.50 so that it is included in the Very Practical classification with a maximum score of 5.00 so that the Character Education-based Thematic Worksheets developed have met the practical requirements.

Based on the results of validity and practicality, the thematic worksheets based on character education that have been developed have met the validity and practicality requirements so that they are suitable for use in the large group test stage.

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