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Development Of Student Worksheets With A Contextual Approach To Quadrilateral And Triangular Material

Pengembangan Lembar Kerja Siswa dengan Pendekatan Kontekstual Pada Materi Segi Empat dan Segi Tiga

Abstract

This research attempted to: find out how the student worksheet development with a contextual approach; to find out the result of the student worksheet development with a contextual approach meets valid and practical categories. The research methodology utilized Research and Development that focused on developing student worksheets with a contextual approach. This development applied Borg and Gall design model. The developing worksheet materials were rectangles and triangles. The obtained data comes from the validation results by four validators, students' responses, and a literature review. The research site is in one of the SMP Negeri in the city of Palopo. The validation result of student worksheets with a contextual approach was: (1) the material expert score is 90% is in a very valid category, (2) the media expert score is 85% is in a very valid category, (3) design expert score is 83% is in a very valid category. Student worksheets with a contextual approach are also in a very practical category at 87%.

Keywords: Contextual Approach; Quadrilateral and Triangular; Students Worksheets.

Abstrak

Penelitian ini tentang pengembangan LKS dengan pendekatan kontekstual yang memenuhi kategori valid dan praktis. Penelitian pengembangan ini menggunakan desain Borg and Gall. Materi LKS yang dikembangkan adalah persegi panjang dan segitiga. Data diperoleh dari hasil validasi empat validator, respon siswa, dan studi pustaka. Lokasi penelitian berada di salah satu SMP Negeri di kota Palopo. Hasil validasi LKS menunjukkan: (1) ahli materi dengan skor 90% berada pada kategori sangat valid, (2) ahli media dengan skor 85% berada pada kategori sangat valid, (3) desain ahli dengan skor 83% berada pada kategori sangat valid. LKS dengan pendekatan kontekstual juga berada pada kategori sangat praktis dengan skor 87%.

Kata Kunci: LKS, Pendekatan Kontekstual, Segiempat dan Segitiga.

Introduction

Good quality of education will produce good output as well. Many factors cause the low quality of education, and one of them is the low quality of a teacher, therefore the quality of a teacher needs to be improved. It is in line with Abdul Aziz's opinion that the teacher largely determines the success of education because the teacher is a learning leader, facilitator, and also

learning initiative center.¹ The success of education is determined by how a teacher regulates the mechanism of learning. Both from the material presented, the mastery of the class, and how the method is used. These are determined by starting from the planning of a teacher. In line with this Musa & Hardianto's said that a well-planned learning process, and good implementation, then produce something good. In this case, the teacher must prepare learning tools before the learning performance.²

Teaching materials preparation is one of the efforts of a teacher in learning. It's done by developing teaching materials. Development research is a step or process carried out to develop and validate products used in education.³ Where the teaching materials development is a step to produce a teaching material that can be used for the learning process to achieve learning objectives.

Based on the observations result made at one of the public junior high schools in Palopo on October 4, 2019, In the process of learning mathematics, teachers and students only use textbooks provided at school. In addition, teachers have also used student worksheets purchased from publisher services in the learning process. However, student worksheets purchased from publisher services are not available all the time. In learning mathematics, the teacher uses uncertain learning models and methods. Giving assignments to students is also often done to train students' ability in problem-solving. In the process of working on assignments, many students do not understand and only look at the work of their friends.

¹Abd Aziz Hsb, "Kontribusi Lingkungan Belajar Dan Proses Pembelajaran Terhadap Prestasi Belajar Siswa Di Sekolah," *Jurnal Tarbiyah* 25, no. 2 (2018), <https://doi.org/10.30829/tar.v25i2.365>.

²Lisa Aditya Dwiwansyah & Hardianto Musa, "Implementasi Pembelajaran Berbasis Riset Untuk Meningkatkan Keterampilan Meneliti Mahasiswa," *Tadrib* 6, no. 1 (2020): 1-12, <https://doi.org/10.19109/tadrib.v6i1.3786>.

³ Hanafi, "Konsep Penelitian R & D Dalam Bidang Pendidikan," *Saintifika Islamica: Jurnal Kajian Keislaman* 4, no. 2 (2017): 130.

One of the obstacles for students in doing assignments is the lack of available learning materials and also students do not understand what the material is being studied for. Therefore, it is very important to have teaching material so that it can be used in the learning process that can help students improve their learning outcomes. One of the teaching materials that is always used is the Student Worksheet.

According to Prastowo, Student Worksheets are printed teaching materials in the form of sheets of paper containing material, summaries, and instructions for implementing learning tasks that must be done by students, both theoretical and/or practical, which refers to the basic competencies that students must achieve, and its use depends on other teaching materials.⁴ From several expert opinions regarding student worksheets, researchers can conclude that worksheets are teaching materials used in the learning process that is made by the basic competencies to be achieved and contain a summary of the material, instructions, and questions.

Curriculum 2013, learning requires students to be more active and contextual. Active learning is designed so that students actively argue, discuss, and can complete the tasks given by the teacher.⁵ To make it easier for students to understand the material to be taught, one of the best approaches used by teachers is the contextual approach. Contextual Teaching and Learning, which is influenced by the philosophy of constructivism, is a learning concept that links the material being taught with students' real-world situations and encourages students to make connections between the knowledge they have and its application in their daily lives.⁶ According to Hadiana, with this contextual approach, it's hoped that students are not just objects but can act as subjects, with encouragement from their teachers, they are expected to be able to construct lessons in their minds, so students do not just memorize facts, but they are required to experience and ultimately be interested in applying it.⁷

⁴ Yeni Haryonik and Yoga Budi Bhakti, "Pengembangan Bahan Ajar Lembar Kerja Siswa dengan Pendekatan Matematika Realistik," *MaPan* 6, no. 1 (2018): 40-55, <https://doi.org/10.24252/mapan.2018v6n1a5>.

⁵ Rosa Andria Syafitri and Tressyalina, "The Importance of the Student Worksheets of Electronic (E-LKPD) Contextual Teaching and Learning (CTL) in Learning to Write Description Text during Pandemic COVID-19" 485, no. 1 (2020): 284-87, <https://doi.org/10.2991/assehr.k.201109.048>.

⁶ Muhtar S. Hidayat, "Pendekatan Kontekstual Dalam Pembelajaran," *Journal of Chemical Information and Modeling* 53, no. 9 (2013): 1689-99.

⁷ *Ibid.*

A student worksheet is printed teaching material in the form of sheets of paper containing a summary of the material, questions, and instructions for doing it, which refers to the basic competencies that must be achieved and arranged systematically.⁸ Where in the student worksheet, there is a summary of the material, the teacher's tasks to students along instructions for doing it which are adjusted to the basic competencies based on the applicable curriculum.

The steps for preparing student worksheets are: (1) Curriculum analysis, (2) Compiling a map of student worksheet needs, (3) Determining the title of student worksheet, (4) Writing student worksheet.⁹ In terms of structure, students' worksheet consists of six main elements including (1) title, (2) learning guide, (3) basic competence or subject matter, (4) supporting information, (5) task or work step, (6) evaluation. Meanwhile, viewed from the format, the student worksheet contains at least eight elements including (1) title, (2) basic competence to be achieved, (3) completion time, (4) equipment/materials used to complete the task, (5) brief information, (6) work steps, (7) tasks to do, (8) report to do.¹⁰ So, the main elements contained in the worksheet are title, competence to be achieved, Instructions for use of worksheets, brief information, tasks to be completed, and evaluation.

According to Trianto, a contextual approach is a learning approach that helps teachers relate the material they teach to students' real-world situations and motivates students to make connections between their knowledge and its application in their lives as family and community members.¹¹ According to Wina Sanjaya, the contextual approach is a learning strategy that emphasizes the learning process that involves students fully being able to find the material being studied and relate it to real-life situations, thus encouraging students to apply their knowledge in their lives.¹² The contextual approach is a learning concept in which the teacher relates the material being taught to real life to help students apply what they have understood in everyday life.

The contextual approach has seven principles that underlie the implementation of the learning process, namely: (1) Constructivism, (2) Inquiry, (3) Questioning, (4) Learning community, (6) Modeling, (6)

⁸Sitti Zuhaerah Thalbah, *Pengembangan Bahan Ajar Pembelajaran Matematika, II* (Makassar: Nas Media Pustaka, 2019).

⁹Ibid.

¹⁰Ibid.

¹¹Trianto Ibnu Badar Al-Tabany, *Mendesain Model Pembelajaran Inovatif, Progresif, Dan Kontekstual* III (Jakarta: Kencana, 2017).

¹²Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan, XI* (Jakarta: Kencana, 2014).

reflection, (7) Authentic assessment.¹³ Student Worksheets packaged by linking subject matter with students' daily lives, will help students construct the knowledge gained by students and help them to find and apply the concepts which have been learned by them in everyday life.¹⁴ The material that will be developed in this Student Worksheet is Square and Triangle. These materials are closely related to everyday life. They are contained in the core competencies of Junior High School/ Madrasah Tsanawiyah Mathematics Subjects that must be achieved by students through learning experiences.

Before this research, several similar studies had been conducted, are (1) Sri Wanto with the title "Development of student worksheets on quadrilateral material with Indonesian Realistic Mathematics Approach at SMP Negeri 2 Muara Sugihan"¹⁵, This research is development research to develop student worksheets with a realistic Indonesian mathematics education approach that contains quadrilateral material, this development goes through two stages, namely preliminary and prototyping. (2) Indana Nurlela with the title "Development of Student Worksheets on Mathematics for Quadrilaterals and Triangles with a Scientific Approach to facilitate understanding of concepts for Class VII SMP/MTs students"¹⁶, This research is development research to develop student worksheets with a scientific approach to the material of quadrilaterals and triangles, this development uses the Ministry of National Education development model. (3) Reva Gitriani, et al., with the title "Development of student worksheets based on a contextual approach to circle material for junior high school students"¹⁷, This research is development research to develop student worksheets with a contextual approach that contains circle material using the ADDIE development model.

This study has differences from previous research, in this study worksheets were developed with a contextual approach and contained

¹³Ibid.

¹⁴Desi Resti Fauzi, "Pengembangan LKS Berbasis Contextual Teaching and Learning Untuk Meningkatkan Keterampilan Berpikir Kritis Siswa Kelas IV A SD Negeri 1 Sidodadi Pekalongan Lampung Timur," *Tesis Universitas Lampung*, no. 1 (2017).

¹⁵ Sri Wanto, "Sri Wanto Dengan Judul "pengembangan Lembar Kerja Siswa (LKS) Pada Materi Segiempat Dengan Pendekatan Matematika Realistic Indonesia (PMRI) Di SMP Negeri 2 Muara Sugihan" (Skripsi, Palembang, Universitas Islam Negeri Raden Fatah, 2017), <http://ep1nts.radenfatah.ac.id/1600/1/SRI%20WANTO%20%2813221078%29.pdf>.

¹⁶ Indana Nurlela, "Pengembangan Lembar Kerja Siswa (lks) Matematika Materi Segiempat Dan Segitiga Dengan Pendekatan Saintifik Untuk Memfasilitasi Pemahaman Konsep Siswa Smp/ Mts Kelas VII" (Skripsi, Yogyakarta, UIN Sunan Kalijaga Yogyakarta, 2018), <https://digilib.uin-suka.ac.id/id/eprint/32314/>.

¹⁷ Reva Gitriani et al., "Pengembangan Lembar Kerja Siswa Berbasis Pendekatan Kontekstual Pada Materi Lingkaran Untuk Siswa SMP," *JRPM (Jurnal Review Pembelajaran Matematika)* 3, no. 1 (June 14, 2018): 40–48, <https://doi.org/10.15642/jrpm.2018.3.1.40-48>.

quadrilateral and triangle material. The worksheets are designed to be as attractive and colorful as possible to further increase students' learning motivation, and this development resulted in two products, namely Student Worksheets for students and student worksheets for teachers where the teacher's Student Worksheet has an answer key for each question.

Based on this description, it is necessary to have a Student Worksheet for Square and Triangle material whose context is everyday life, so that students are interested in learning mathematics and can improve their learning outcomes.

Method

² This research is Research and Development. The research procedure used by the researcher is a development model from Borg and Gall which is tailored to the researcher's needs. The development procedure includes ten stages, but in this study, the researchers only carried out eight stages, namely: (1) research and data collection, (2) planning, (3) product draft development, (4) validity test, (5) revision of validation test results, (6) product test, (7) product test results revision, and (8) the final product.

The data obtained came from primary data sources, data taken directly from the research object of students, headmasters, and teachers and in the form of a validation sheet of teaching materials that had been developed to be given to four validators. Then the secondary data source is library research, in the form of reference books from libraries and online systems.

Data collection techniques in this study used a questionnaire. Two questionnaires were used in this study, namely the validation sheet which was used to obtain data on the validity of the Student Worksheet and student response questionnaire, and the student response questionnaire which was made on google² Forms to obtain practical data on the Student Worksheet.

Analysis of the validity of the Student Worksheet with a contextual approach, namely the validation that is planned to be carried out by four validators (mathematicians). The data from the expert validation for each Student Worksheet with a contextual approach were analyzed by considering the input, comments, and suggestions from the validator. The results of the analysis are used as guidelines for revising the Student Worksheet. Meanwhile, the analysis of the validity of the planned student response questionnaire was validated by two validators.

Furthermore, based on the validation sheet that has been filled in by the validator, the validation is calculated using a formula to obtain a percentage which is then categorized based on the validation category table to obtain the

validation results. According to Riduwan in Nilam, the formula and categorization used to determine validation are:¹⁸

$$percentage = \frac{\sum score\ per\ item}{max\ score} \times 100\%$$

Table1. Category Validation

| Percentage | Category |
|------------|-------------|
| 0-20 | Invalid |
| 21-40 | Less Valid |
| 41-60 | Quite Valid |
| 61-80 | Valid |
| 81-100 | Very Valid |

Data analysis techniques to obtain practicality results are sought by using a formula to obtain the percentage and then categorized according to the practicality category table. According to Riduwan in Nilam, the formulas and categorizations used to obtain practical results are:¹⁹

$$percentage = \frac{\sum score\ per\ item}{max\ score} \times 100\%$$

Table 2. Student Worksheet Practicality Category

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

¹⁸Nilam Permatasari Munir, "Pengembangan Buku Ajar Trigonometri Berbasis Konstruktivisme Dengan Media E-Learning Pada Prodi Tadris Matematika IAIN Palopo," *Al-Khwarizmi: Jurnal Pendidikan Matematika Dan Ilmu Pengetahuan Alam* 6, no. 2 (2018): 167-78, <https://doi.org/10.24256/jpmipa.v6i2.454>.

¹⁹Ibid.

Results and Discussion

This study aims to produce student worksheets with a valid and practical contextual approach at one of the SMP Negeri in Palopo. The model in this development research is the Borg and Gall model. The implementation of the development steps is adjusted to the needs of the researcher. Given the limited time, funds, and current conditions, these steps were simplified into eight development steps. The results in the stages of developing student worksheets with a contextual approach are as follows.

1. Research and Data Collection

Based on the results of observations on October 4, 2019, in the mathematics learning process, teachers and students only use textbooks provided at school. The textbook used is quite thick, so students are less interested in reading it. In learning mathematics, the teacher uses an erratic learning model. In the learning process in class, the teacher explains the material well, besides that the teacher also provokes students to be involved in the learning process, namely by asking and answering. However, there are still many less active students, where only one to five students answer, other students just take notes and stay silent in the learning process.

The curriculum used at one of the SMP Negeri in Palopo is the 2013 curriculum. One of the mathematics subject matters for grade VII contained in Curriculum 13 is quadrilateral and triangle. Quadrilaterals and triangles are closely related in everyday life. Therefore this material will be more easily understood by students if students know how to use it in solving everyday problems.

Based on these problems, the researchers chose to develop student worksheets with a contextual approach to the material of rectangles and triangles to help students improve their problem-solving skills. With a contextual approach, students are expected to understand why they study the material so that students become more active in learning and can solve everyday problems related to the material they have learned.

2. Planning

The design of the student worksheet has three main parts, namely the introduction, the core/content section, and the closing. This worksheet is also designed to be used by teachers. The contents of these two worksheets are the same, except that the teacher's handbook contains the answer keys for all the questions contained in the worksheets. The material and questions in this worksheet are also related to everyday life.

- a) The introduction section, consists of (a) The front cover containing the title, (b) the Preface, (c) The instructions for use of worksheets, (d)

What's in this worksheet? (d) Basic Competence, (e) Table of contents, (f) Concept maps, (g) Introduction, and (h) Our friend.

- b) The core/content section consists of (a) a summary, (b) Let's study together, (c) Multiple choice questions, (d) Fill-in-the-blank questions, and (e) Essay questions.
- c) The closing section consists of a bibliography and a back cover.

At this stage, it is designed about the appearance of the worksheets. The display in question is the size, shape, and cover.

3. Product Draft Development

At this stage, the Student Worksheet that was designed in the previous stage will be created. The product is in the form of student worksheets with a contextual approach to quadrilateral and triangular material. In addition, making an assessment instrument for teaching materials is then validated by the assessment team. The results of the LKS cover with a contextual approach are as follows:



Picture 1. Student Worksheet Cover for Students and Teacher

4. Validation Test

The validation material/content of the Student Worksheet was validated by two experts, the media was validated by one expert, and the validation of design of the Student Worksheet was validated by one expert. Meanwhile, the student response questionnaire was validated by two validators who were considered experienced in making questionnaires. Results of Validation of Student Worksheets and Student Response Questionnaires.

a) Material Validation Results

Table 3. Material Expert Validation Results

| No. | Aspect | Indicator | Validator | | Max Score | % | Category |
|-------|--------------------------|--|-----------|-----|-----------|----|----------|
| | | | 1 | 2 | | | |
| 1 | Content eligibility | Material compatibility with Basic Competencies | 13 | 15 | 30 | 93 | SV |
| | | Material accuracy | 18 | 19 | 40 | 93 | SV |
| | | The latest material | 8 | 10 | 20 | 90 | SV |
| | | Encourage curiosity | 8 | 10 | 20 | 90 | SV |
| 2 | Presentation eligibility | Presentation technique | 4 | 5 | 10 | 90 | SV |
| | | Supporting Presentation | 28 | 29 | 60 | 95 | SV |
| | | Learning Presentation | 4 | 5 | 10 | 90 | SV |
| 3 | Eligibility legitimacy | straight forward | 10 | 9 | 20 | 95 | SV |
| | | Communicative | 4 | 4 | 10 | 80 | V |
| | | Suitability with student development | 8 | 8 | 20 | 80 | V |
| | | Suitability with language rules | 4 | 4 | 10 | 80 | V |
| 4 | Contextual assessment | Contextual reality | 8 | 10 | 20 | 90 | SV |
| | | Contextual component | 31 | 31 | 70 | 89 | SV |
| Total | | | 148 | 159 | 340 | 90 | SV |

Source: Processed Data

Based on the data from the content/material expert validation results that have been analyzed, it was found that the score of validation of the content/material of the Student Worksheet is 90%. Based on the validation category table used in this study, it is in the very valid category. So, the contents/materials of the Student Worksheet qualify the criteria of validity with a very valid category.

b) Media Validation Results

Table 4. Media Expert Validation Results

| No. | Aspect | Indicator | Validator | Max's Score | % | Category |
|-------|-----------------|-----------------------------|-----------|-------------|----|----------|
| 1 | Appropriateness | Student Worksheet Size | 8 | 10 | 80 | V |
| | | Student Worksheet Structure | 26 | 30 | 87 | SV |
| Total | | | 34 | 40 | 85 | SV |

Source: Processed Data

Based on the data from the media validation that has been analyzed, it was found that the score of media validation in the form of Student Worksheets is 85%. Based on the table of validation categories used in this study, it is in the very valid category. Thus, the media in the form of Student Worksheets that have been developed meets the validity criteria with a very valid category.

c) Design Validation Results

Table 5. Design Expert Validation Results

| No. | Aspect | Indicator | Validator | Maks Score | % | Category |
|-------|-----------------|----------------|-----------|------------|----|----------|
| 1 | Appropriateness | Cover Design | 12 | 15 | 80 | V |
| | | Content Design | 21 | 25 | 84 | SV |
| Total | | | 33 | 40 | 83 | SV |

Source: Processed Data

³ Based on the design validation data that has been analyzed, it is found that the score of Student Worksheet design validation is 83%. Based on the validation category table used in this study, it is in the very valid category. So, the design of the Student Worksheet that has been developed qualifies the validity criteria with a very valid category.

d) Results of Validation of Student Response Questionnaires

Table 6. Student Response Questionnaire Validation Results

| No | Rated Aspects | Validator | | Max Score | % | Category |
|-------|---|-----------|----|-----------|-----|----------|
| | | 1 | 2 | | | |
| 1 | Instructions for the questionnaire sheet are clearly stated | 4 | 5 | 10 | 90 | SV |
| 2 | Suitability of statements/questions with indicators | 4 | 4 | 10 | 80 | V |
| 3 | Using a good and correct Indonesian | 5 | 5 | 10 | 100 | SV |
| 4 | Using communicative statements | 4 | 5 | 10 | 90 | SV |
| Total | | 17 | 19 | 40 | 90 | SV |

Source: Processed Data

Based on the data from the validation results of the student response questionnaires that have been analyzed, it is found that the score of the validation results of the student response questionnaire³ is 90%. Based on the category table used, it is in a very valid category. So, the student response questionnaire that will be used to obtain the practicality data of the Student Worksheet qualifies the validity criteria with a very valid category.

5. Revision of Validation Test Results

Revisions are made after getting input, criticism, and suggestions from the assessment team. The revisions made are as follows:

- a) Clarify the instructions for giving grades on the instructions for using the Student Worksheet for the teacher's handbook
- b) Clarify the score of each item on the Student Worksheet for Teacher's Handbook
- c) Coloring the table
- d) Adding references

6. Product Testing

The product that has been validated is then tested at one of the SMP Negeri in Palopo to see whether the product is in the practical category or not. The following is an image of the Student Worksheet product that has been designed, namely:



Picture 3. Student Worksheets Designed

Student worksheets with a contextual approach that contain rectangular and triangular material are designed with materials and questions related to everyday life and contain pictures of objects in the form of rectangles and triangles that exist in the environment around students. Student worksheets with a contextual approach that were developed are different from other student worksheets, where student worksheets with a contextual approach contain material that is related to students' daily lives or the state of the environment around students and contains pictures that match objects. objects in the student's environment that clarify the material of rectangles and triangles.

Students who are the subject of research have less interest in learning mathematics and think that mathematics is difficult. As well as during the research, there was a covid-19 outbreak that affected the learning process which was originally face-to-face to online learning. Learning mathematics online makes it more difficult for students to understand the material because the teacher only gives assignments to students via *WhatsApp* and students try to understand the material and look for answers to assignments given in textbooks or google. But many students do not submit assignments, because they do not understand the material and are lazy to do assignments. The lack of available teaching material² also affects the student learning process. Therefore, this study develops teaching materials that can be used by students, especially in learning mathematics with quadrilaterals and triangles. The students who became the subject of this research were 23 students with 15 female students and 8 male students.

Product practicality data collection uses a student response questionnaire sheet that has been validated previously. The student response questionnaire consists of 16 statements regarding 3 aspects that will be assessed. Student response questionnaires were distributed online to students. The product test results to determine the practicality of the product are presented in Table 7:

Table 7. Product Practicality Test Results

| No. | Respondent | Assessment Aspects | | |
|------------------|---------------|--------------------|----------------|----------------|
| | | Interest | Material | Language |
| 1 | Respondent 1 | 21 | 30 | 13 |
| 2 | Respondent 2 | 19 | 22 | 11 |
| 3 | Respondent 3 | 30 | 33 | 15 |
| 4 | Respondent 4 | 26 | 28 | 12 |
| 5 | Respondent 5 | 27 | 30 | 12 |
| 6 | Respondent 6 | 29 | 34 | 15 |
| 7 | Respondent 7 | 28 | 32 | 15 |
| 8 | Respondent 8 | 28 | 30 | 14 |
| 9 | Respondent 9 | 17 | 25 | 11 |
| 10 | Respondent 10 | 28 | 31 | 15 |
| 11 | Respondent 11 | 28 | 30 | 13 |
| 12 | Respondent 12 | 25 | 32 | 13 |
| 13 | Respondent 13 | 28 | 29 | 15 |
| 14 | Respondent 14 | 26 | 35 | 15 |
| 15 | Respondent 15 | 25 | 27 | 15 |
| 16 | Respondent 16 | 27 | 31 | 15 |
| 17 | Respondent 17 | 27 | 28 | 12 |
| 18 | Respondent 18 | 25 | 31 | 14 |
| 19 | Respondent 19 | 21 | 25 | 9 |
| 20 | Respondent 20 | 20 | 24 | 11 |
| 21 | Respondent 21 | 28 | 31 | 15 |
| 22 | Respondent 22 | 30 | 29 | 14 |
| 23 | Respondent 23 | 30 | 34 | 15 |
| Total | | 593 | 681 | 309 |
| Maks Score | | 690 | 805 | 345 |
| % | | 86 | 85 | 90 |
| Criteria | | Very Practical | Very Practical | Very Practical |
| Average % | | 87 | | |
| Average Criteria | | Very Practical | | |

Source: Processed Data

Based on Table 7, the score of each aspect is obtained: 1) the interesting aspect with a score is 86% in the very practical category, 2) the material aspect with a score is 85% in the very practical category, and 3) the language aspect with a score is 90 in the very practical category. The average score is 87 in the very practical category.

7. Product Test Results Revision

Products that have been tested are in the category of very practical to use. The product in the form of student worksheets with a contextual approach that has been developed does not receive any further revision.

8. The Final Product

After passing several stages, the product developed has met the valid and practical criteria. So that the final product is obtained in the form of student worksheets with a contextual approach.

The results of the Student Worksheet analysis from the four validators that have been described previously, namely the score validation of the content/material of the Student Worksheet is 90% with a very valid category, the score of validation of the Student Worksheet media is 85% with a very valid category, and the score validation of the Student Worksheet design is 83% with a very valid category. Thus, it can be concluded that the Student Worksheet developed is a very valid category. Based on the results of the analysis for the practicality of the Student Worksheet, it was obtained that the score was 87% with a very practical category. Thus, student worksheets with a contextual approach are very practical to use. Therefore the final product is obtained in the form of student worksheets with a contextual approach. This product is divided into two, namely Student Worksheets for students and Student Worksheets for teacher guidance. The difference in this Student Worksheet is that for the Student Worksheet, the student handbook is not given an answer key and an explanation of the score for each item. Meanwhile, the Teacher's Student Worksheet contains an answer key and an explanation of the scores for each item.

Conclusion

Based on the results of the study, the conclusions were obtained: (1) Student worksheets developed in the form of student worksheets with a contextual approach. The development of the student worksheet went through several stages, namely, research and data collection, planning, product draft development, validation test, revision of validation test results, product test, and final product. (2) Student worksheets with the contextual approach developed are in the very valid category based on the results of the score validation of content/material experts is 90%, the score of validation by media experts is 85%, and the score of validation by design experts is 83%. Student worksheets with a contextual approach are also in the very practical category with a score is 87%.

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