

The Development of Worksheet for Historical Novel Learning Based on Problem Based Learning Models for Class XII Vocational School

Miftahul Janah¹, Muhammad Fuad², Munaris³, Edy Suyanto⁴, Siti Samhati⁵

^{1,2,3,4,5}Department of Language and Humanities, University of Lampung, Bandar Lampung, Indonesia.

Corresponding Author: Miftahul Janah

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ABSTRACT

This research aims to produce historical novel LKS products based on the Project Based Learning model, describe the feasibility of historical novel LKS and test the effectiveness of historical novel LKS based on Project Based Learning for class XII vocational schools. The research method uses a research and development design that adapts eight of the ten steps of research and development procedures according to Borg and Gall. Data collection techniques were carried out by observation, interviews, and distributing questionnaires. The results of the research show 1) Project Based Learning-based historical novel worksheets for class teaching with a percentage of 87.86%, material experts with a percentage of 81.58%, and practitioners with a percentage of 87.50%. The assessments from the three validators stated that the Project Based Learning-based historical novel worksheets were very suitable for use in learning activities at school. 3) based on a comparison of pretest, posttest and N-gain scores from using LKS, the historical novel developed received a score of 0.6 in class XII A and 0.5 in class XII B. This score is included in the medium category so it is effectively used in learning.

Keywords: Student Worksheets, Historical Novel, Problem Based Learning

INTRODUCTION

The learning and learning process is an important element in education because it contains a knowledge transformation

process (Prastowo, 2018). In carrying out the learning process, teaching materials are an important source of material for teachers. Therefore, the development of teaching materials needs to be carried out to improve the quality and efficiency of learning.

The problem found in learning is the limited use of good teaching materials. Teachers usually teach material based on the same textbook from year to year, namely the textbook issued by the Ministry of Education and Culture. In other words, the contents of the textbook have never been revised. Therefore, teachers need various worksheets that can be used to support the learning process and increase student learning resources.

Based on Minister of Education and Culture Regulation Number 37 of 2016, good worksheets lead to an active learning process, such as asking and answering questions both independently and in groups. In this way, an active and enjoyable learning atmosphere will be created so that it can grow students' self-confidence and increase learning motivation and curiosity.

To achieve this goal, teachers are required to use appropriate models in learning activities. One model that can be applied in Indonesian language learning is the problem-based learning model. Problem-based learning (PBL) gives students problems related to everyday life and then students in groups look for alternative

solutions to these problems (Wulandari and Surjono, 2013).

One form of printed teaching materials is student worksheets. Student worksheets are sheets that contain tasks that must be done by students (Majid, 2013). Student worksheets with a problem-based learning (PBL) model are one of the learning resources designed through PBL learning with systematic steps to help students in the learning process. In this way, students with high and low intelligence can follow and understand the problems given, construct new knowledge based on the prerequisite knowledge they have, and learn to hypothesize and draw their own conclusions from this knowledge (Pansa, et al, 2017). In the PBL model, the teacher functions as a facilitator to direct students to obtain the correct answers to problems that have been raised by the teacher (Taufiq, 2016).

One of the basic competencies studied in learning Indonesian is historical novels. This material is contained in the syllabus of class.

Research regarding the development of PBL-based learning materials has also been carried out, including 1) research conducted by Febriani, et al. The research carried out was the development of LKPD using the PBL model to improve the critical thinking skills of class VII students. From the research results, it can be seen that there has been an increase in the high category (Febriani, et al, 2017). 2) research conducted by Anista regarding the development of PBL-based teaching materials (modules) on Observation Report Text material. Based on research conducted, the effectiveness of the product can be seen from the increase in student learning outcomes (Anista, et al, 2022).

Based on the results of previous research, the researcher believes that this research is worth carrying out because the development of PBL-based LKPD is effective in improving student learning outcomes. Apart from that, based on the previous research described above, no development research has been found in the realm of historical

novel texts for Class XII Vocational Schools using the problem based learning (PBL) model.

LITERATURE REVIEW

1. Student Worksheet

Student worksheets are defined as printed teaching materials in the form of sheets of paper containing material, summaries and instructions for implementing tasks that must be carried out by students, which refer to the basic competencies achieved (Prastowo, 2018).

Based on the guidelines issued by the Ministry of National Education, LKPD aims to (1) activate students in the process of learning activities, (2) help students develop concepts, (3) train students to discover and develop process skills, (4) serve as a teacher's guide and students in carrying out the learning activity process, (5) assisting students in obtaining information about the concepts studied through a systematic learning activity process (6) assisting students in obtaining notes on the material studied through learning activities (Depdiknas, 2008).

LKPD has at least four functions, namely 1) As teaching material that can minimize the teacher's message, but activate students more; 2) As teaching material that makes it easier for students to understand the teaching material provided; 3) As teaching material that is concise and rich in tasks for practice; and 4) Facilitate the implementation of teaching to students (Prastowo, 2018).

Daryanto and Dwicahyono, (2014) stated that in general the elements of LKPD consist of 1) title, subject, semester, place, 2) learning instructions, 3) competencies to be achieved, 4) indicators, 5) supporting information, 6) Tasks or work steps, 7) assessment.

LKPD is said to be suitable if it meets three conditions, namely didactical requirements, construction requirements and technical requirements. didactic requirements, construction requirements, and technical requirements. Didactic requirements relate

to the fulfillment of the principles of effective learning in an LKPD. Construction requirements are related to language. Technical requirements relate to writing based on established rules (Darmojo and Kaligis, 1992).

2. Guidelines for Preparing Student Worksheets

In preparing the LKPD, systematic steps are needed that can help to achieve the expected goals (Prastowo, 2018). Steps for developing LKPD include:

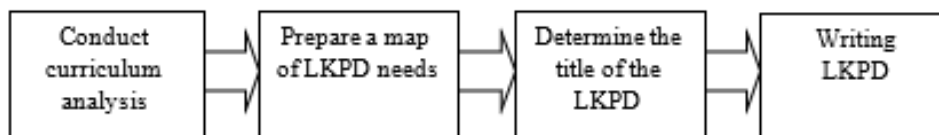


Chart 1. Guidelines for Preparing LKPD

3. Historical Novels

One of the Indonesian language lessons that is accommodated in the Minister of Education and Culture of the Republic of Indonesia Regulation Number 37 of 2018 is Historical Novels. Learning historical novels is taught in class oral or written historical stories and 4.3 Constructing values from historical story information in an explanatory text.

Historical novels, or in this development can also be called historical novels, are novels that are bound by facts collected through research from various sources. Even though they are based on historical facts, historical novels provide room for fictionality, for example by reporting the thoughts and feelings of characters through conversation (Nurgiyantoro, 2019).

Historical novels can be categorized as recon novels. Based on the type, recon novels consist of three types, namely personal recon, informational factual recon, imaginative recon.

1. A personal account is a re-novel that contains events involving the author directly.
2. Factual recon (informational) is a re-novel that contains factual events such as scientific experiments and police reports.
3. Imaginative recon is a re-novel that contains an imaginative novel in more detail (Wiyatmi, 2009)

Historical novels are included in the imaginative novel category. This means that the novel is based on historical facts which are then retold from another point of view that does not appear in historical facts. For example hobbies, emotions, family (Kemendikbud, 2018).

Apart from using words or phrases with figurative meaning, historical novels also use many proverbs in both regional and Indonesian languages. The writer uses regional words, expressions or proverbs to strengthen the setting of the time and place where the story takes place (Kemendikbud, 2018).

4. Model Problem Based Learning

One learning model with a learner centered approach is the problem based learning model (hereinafter abbreviated as PBL). The PBL learning model has the characteristics of learning activities that begin by raising a problem. The teacher gives an example of a problem to students then asks them to actively identify the problem and formulate a solution to the problem. In the PBL model the teacher functions as a facilitator to direct students to obtain the right answers to problems that have been thrown by the teacher (Taufiq, 2016).

PBL model learning makes students more active than teachers. The teacher presents a problem found around students, which can be seen directly in their lives and makes this problem a source and means of learning.

Identifying and solving problems will give students experience in improving their critical thinking skills and using the knowledge they have to find solutions to fix the problem (Anang, 2020).

The PBL learning model has the following characteristics (Anang, 2020).

1. The learning process begins with presenting the problem;
2. The problem presented is found in the real world or can be seen/felt directly by students;

3. Organize lessons around problems rather than focusing on theory;
4. Give greater responsibility to students to gain learning experience by trying to find solutions to the problems given;
5. Discuss problems in groups;
6. Students demonstrate their findings.

The learning steps in the Problem Based Learning (PBL) learning model were formulated by Aris (2014), as table 1.

Table 1. Problem Based Learning Steps

Phase	Indicator	Educator Behavior
1.	Student orientation to the problem	Explain the learning objectives, explain the logistics required, and motivate students to engage in problem solving activities
2.	Organizing students to learn	Help students define and organize learning tasks related to the problem presented.
3.	Guiding individual or group experiences	Encourage students to collect appropriate information, carry out experiments to obtain explanations and solve problems.
4.	Develop and present work results	Assist students in planning and preparing appropriate work such as reports, and help them share assignments with friends.
5.	Analyze and evaluate the problem solving process	Helping students to reflect or evaluate the investigations and processes they use.

MATERIALS & METHODS

The research method uses a research and development design that adapts eight of the ten steps of research and development procedures according to Borg and Gall, namely preliminary study, initial product development (practitioner and expert assessment), initial revision, small group trials, second. revisions, large group field trials and product refinement. The data analysis technique was carried out through descriptive analysis (Borg & Gall, 2003).

Data collection techniques were carried out by observation, interviews, and distributing questionnaires. This research data is grouped into two, firstly qualitative data in descriptive form which contains suggestions, criticism, corrections and assessments, students, practitioners and experts, secondly quantitative data in the form of student test scores when testing the product. In this research, there are two categories of research data sources. First, the data source for the need for novel learning LKPD teaching material products. Second, the source of product validation data was obtained from product evaluations of teaching materials from colleagues and

teaching material development experts from the University of Lampung.

After the data is collected, the average score for each aspect of the criteria is calculated using the following formula (Sudjana, 2010)

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

After calculating the average score for all assessment criteria, it is then converted into a percentage of results using the following formula.

$$\text{percentage} = \frac{\text{Total score}}{\text{Maximum score}} \times 100 \%$$

The percentage score results are then converted into qualitative data using score interpretation with a score range of 0% - 20% or very bad, 21% - 40% or poor, 41% - 60% quite good, 61% - 80% or eligible, 81% - 100% or very decent.

The next stage is to calculate effectiveness by calculating the average pretest, posttest and N-gain. Product effectiveness testing

uses manual calculations using the N-gain effectiveness formula.

$$N\text{-Gain} = \frac{\text{Posttet score} - \text{pretest score}}{100 - \text{pretest score}}$$

The results are then converted into qualitative data. There are common ranges for small (<0.3, "trading range"), medium (0.3 to 0.6, "IE range"), and large (>0.7).

The research was carried out at the Cendikia Farma Husada Pharmacy Vocational School in Bandar Lampung, classes XII A and XII B. The research was carried out at the beginning of the first semester of the 2023/2024 academic year. Data collection techniques in research are closely related to the research methods used. The results of data collection are then reviewed and presented in written results. This development research uses observation, interview and questionnaire data collection techniques.

RESULT

The research results described in this chapter are divided into the first three parts, namely the process and results of developing LKPD for historical novels based on the problem based learning (PBL) model. Second, the results of the feasibility test for historical novel LKPD based on the PBL model. Third, the results of the product effectiveness test are to find out whether the

results of developing historical novel LKPD based on the PBL model are feasible and effective for use as teaching material for historical novel material in class XII vocational schools.

DISCUSSION

Table 2 Validation Results by Practitioner Experts

No	Aspect	Result	
		Percentage	Criteria
1	Use	91,66%	very feasible
2	Language	83,33%	very feasible
3	Serving	85,00%	very feasible
4	Graphics	87,50%	very feasible
Average		86,87 %	very feasible

Based on practitioner validation, the Historical Novel LKPD product based on Problem Based Learning (PBL) received a "very feasible" assessment with an average percentage of 86.87% from the four assessment aspects.

Table 3 Validation Results by Teaching Materials Experts

No	Aspect	Result	
		Percentage	Criteria
1	Use	90%	very feasible
2	Serving	90,62%	very feasible
3	Language	83,33%	very feasible
4	Graphics	87,50%	very feasible
Average		87,86%	very feasible

Based on the results of expert validation of teaching materials, the class Problem Based Learning (PBL) Historical Novel LKPD product received a "very feasible" assessment with an average percentage of 87.86% from four assessment aspects.

Table 4 Validation Results by Material Experts

No	Aspect	Result	
		Percentage	Percentage
1	Aspects of SK/KD/ Curriculum linkages	75%	feasible
2	Material	83,33%	very feasible
3	Language	83,33%	very feasible
4	Presentation	85%	very feasible
5	Graphics	81,25%	very feasible
Average		81,58%	very feasible

Based on the results of material validation in table 4, it can be concluded that the class Problem Based Learning (PBL) Historical Novel LKPD product received a "very appropriate" assessment with an average percentage of 81.58% from the five assessment aspects.

Table 5 Comparison of Pretest and Posttest results

No	Kelas	Rata-Rata			Kategori
		Pretest	Posttest	N-gain	
1	XIIA	50,67	80	0,6	Sedang
2	XIIB	44,67	70	0,5	Sedang

Based on table 5, it can be seen that there is a significant change in the average value of each class. The average pretest score in

class XII A is 50.67 and the average posttest score is 80 with an average N-gain score of 0.6, including the medium category. The average pretest score in class XII B is 44.67 and the average posttest score is 70 with an average N-gain score of 0.5, which is in the medium category. Based on these data, it can be concluded that the LKPD of historical novels based on the problem based learning model is effective for use in learning because it can improve students' cognitive abilities.

CONCLUSION

The process of developing teaching materials in the form of historical novel student activity sheets based on a problem-based learning model is carried out by adapting eight of the ten steps of research and development procedures according to Borg and Gall, namely preliminary study, initial product development (practitioner and expert assessment), initial revision, testing small group try, second revision, large group field test and product refinement. The data analysis technique is carried out through descriptive analysis.

The feasibility test of the Historical Novel LKPD teaching materials based on the Problem Based Learning Model which was carried out on material experts, teaching materials experts and practitioners received very appropriate feasibility criteria.

The results of the expert validation of teaching materials received a very decent assessment with an average percentage of 87.86%. The results of validation by material experts were assessed as very feasible with an average percentage of 81.58% and the results of validation by practitioners were 63 with a maximum score of 72. The percentage obtained was 87.50% so it was included in the very feasible category.

Testing the effectiveness of the Historical Novel LKPD product based on Problem Based Learning (PBL) which was carried out on class XIIA students at the Farma Husada Pharmasi Vocational School, showed an average N-gain value of 0.6,

including the medium category. Based on the N-gain data obtained, this product was declared effective for use in learning. The difference in the average N-gain value occurs because each class has a different level of intelligence and characteristics.

Declaration by Authors

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