

USING OF LKPD BASED ON LOCAL EXCELLENCES

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**USING OF LKPD BASED ON LOCAL EXCELLENCES OF SOUTH
SUMATERA TO IMPROVE THE STUDENT ACTIVITIES AND
LEARNING OUTCOMES**

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Abstract. The purpose of this study was to improve the learning outcomes and activities of class V subtheme Komponen Ekosistem using LKPD based local excellence in south Sumatra SD Negeri 163 Palembang. This study uses the method of classroom action research in two cycles of action. The techniques of data collection are test and observation. This classroom action research has 4 stages that must be fulfilled, namely planning, implementation, observation and reflection. The research subjects in this study were students of VB class SD Negeri 163 Palembang with a total of number 32 students consisting of 17 males and 15 females. The results showed that the value of student learning outcomes has increased, this can be seen in the percentage of students' learning completeness in the first cycle of 56.25% with an average value of 67.8, in the second cycle the percentage of student learning completeness increased to reach 84,37% with an average value of 82.6. The results of observations, the activity of students have increased, in the first cycle the percentage of activity of students in learning reached 73.43% with the active category, in the second cycle increased to 83.59% in the very active category. So, it can be concluded that using a LKPD based local excellence in south Sumatra can improve the learning outcomes and activities of class V students in SD Negeri 163 Palembang.

Keywords: LKPD, local excellence, Learning Outcomes, students activity

A. Introduction

Local excellence is the potential that exists in each region that can be used as an interesting contextual teaching material for students that can be taught in schools (Subijanto, 2015: 118). According to Suratmi, et al (2018) the local superiority of a region is everything that characterizes regionalism which covers aspects of economics, culture, information technology, communication, and ecology. Local advantages found in South Sumatra can be divided into several aspects ranging from nature, culture, artifacts, culinary, historical, agrotourism, and religious tourism. The teacher to link the subject matter with the potential that exists in the area where the students live can utilize the existence of local superiority of an area.

The availability of teaching materials or materials that are in accordance with the characteristics of students is one of the factors that influence the learning process in Elementary School. The results of Santoso's study (2010) show that

students' self-concept can be developed through education based on local excellence as a model of character and cultured nation education in the global era. Another study conducted by Rachmadyanti (2017), teachers must instill character education since primary education, so that students have a strong foundation in community life. Strengthening character education through local wisdom needs to be done by teachers so that students increasingly recognize the environment and are increasingly in love with their own national culture. According to Suharmawan and Solihat (2018), efforts to build student character can be done throughout the process of learning. In each process learning we can include content of religious values, honesty, courage, perseverance and tenacity, self-confidence, diligent study and work, respect for parents and teachers, respecting and caring for others, difficult life do not know the words surrender and others positive attitude.

Local wisdom is one form of local excellence that exists in an area. The development of local wisdom-based teaching materials has been carried out by several researchers including Laksana, et al. (2016), who have developed local wisdom-based thematic teaching materials for the Ngada Community. Another research was Andriana, et al (2017), developing science learning multimedia based on the local wisdom of the Baduy tribe for elementary schools.

The development of audiovisual media based on the local superiority of South Sumatra and the LKPD based on the local superiority of South Sumatra for elementary science learning has also been carried out by Suratmi et al. (2018). According to Arsyad, (2013: 40), with LKPD, students can learn and progress according to their respective speeds so that students can obtain the subject matter.

Student worksheets (LKPD) are one of the teaching materials commonly used by teachers during learning at school. In addition to the results of surveys with science teachers who are members of the Ogan Ilir

MGMP in the preparation of teaching materials in the form of LKPD, Teachers have never included the South Sumatra local potential in the preparation of LKPDs and 79% of teachers do not know what is categorized as local potential in South Sumatra (Suratmi, 2016).

The results of interviews with teachers in class V SDN 163 Palembang obtained information that the learning process in the 2013 curriculum, especially in the science lesson teachers could not develop LKPD by linking the local advantages of South Sumatra to learning materials. Teachers only do teaching in the form of understanding material so that a touch of local excellence in learning is often overlooked. As a result, many students even graduates who do not know much about the potential and culture of their own region. In addition, there are still many student-learning outcomes that are below the minimum completeness criteria (KKM) where at 163 Palembang the KKM score is 70.

Based on these considerations, it is necessary to make efforts to improve activities and outcomes.

Learning outcomes of students using Component Subtheme through South LKPD based on local excellence in Sumatra Local Excellence Based South Sumatra. The results of this LKPD that is focused on the city of study are expected to be useful so that Palembang so that it can improve its students can understand the Ecosystem activities and learning outcomes.

B. Research Methodology

This research is Classroom Action Research (CAR). The research method used refers to the PTK research method according to Arikunto (2017: 1) that PTK is a study that describes the occurrence of cause-effect of treatment, while describing what happens when treatment is given, and describes the entire process from the beginning of treatment to the impact from the treatment.

The procedure carried out in the PTK is in the form of a cycle, the number of cycles depends on the level of success and achievement of the expected indicators in learning. Each cycle consists of several stages, namely planning, implementation, observation and reflection.

The location of the study in the State Elementary School 163 of

Palembang City with the subject of the study were students of class V.B SDN 163 Palembang, amounting to 32 people consisting of 17 men and 15 women. The implementation of this research was conducted in the odd semester of the 2018/2019 academic year.

The technique of collecting data uses tests and observation sheets for student activities. The test used in the form of multiple-choice questions to measure student-learning outcomes. The observation sheet contains the assessment rubric of learning activities of students during the learning process using LKPD based on local excellence in South Sumatra.

Data obtained from these instruments were analyzed descriptively qualitatively, by

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describing the results and learning activities of students after using the local superiority-based LKPD in

South Sumatra on eco-eco-themed learning themes and ecosystem component sub-themes.

C. Research Results and Discussion

After conducting eco-learning learning outcomes of students. Data on themes with the ecosystem component student learning outcomes are sub-themes in class V SDN 163 presented in table 1 below. Palembang students obtained data on

Table 1. Learning Outcomes of Students in Cycle I and Cycle II

Cycle I	Result of Learning		
	Average	Percentage of Completeness (%)	Category
Cycle I	67,8	56,25	Not Complete
Cycle II	82,6	84,37	Complete

Based on table 1, student-learning outcomes show an increase after learning using LKPD based on local excellence in South Sumatra. In the second cycle. The increase in learning outcomes of students of SDN 163 Palembang can be seen in the number of participants who completed as much

elements, where these internal elements interact with the external environment so that changes occur in the individual or the learner. The external environment in question is the environment from outside the students, can be from peers, teachers and LKPD used during the learning process. The Local Excellence-Based LKPD in

Improving student-learning outcomes is due to the learning process that has been done. According to Kurniawan, (2014: 5) learning is an internal process and involves cognitive

South Sumatra used contains material to be taught, for example, the Ecosystem Component Sub-theme material associated with local excellence in the city of Palembang

includes Punti Kayu, Musi River, and BKB (Benteng Kuto Besak). This is related to the opinion of Subijanto (2015) regarding local excellence as one of the potentials in each region which can be used as an interesting contextual teaching material to be taught in schools.

Learning with the help of LKPD makes students learn actively. Knowledge gained by students by exploring and building on the knowledge itself, the knowledge will be easy to remember and keep on remembering because in general students will remember the things they found independently for longer. This is consistent with Ausubel's statement that meaningful learning only occurs when students find their own knowledge. According to Yamin, (2012: 16), the learning process that creates more meaningful knowledge and experience of students will last a long time in the minds of students, then it can be implemented.

Furthermore, the South Sumatra Local Excellence Based LKPD can be in line with Siskalia's opinion, (2017) which explains that LKPD can

facilitate students in understanding the material taught in learning and also this LKPD can provide assignments that support students' understanding of the material given, and make students more independent. Because in the LKPD Based on Local Excellence in South Sumatra students are invited to interact directly through observing images, reading, writing important information in the reading text and discussing all these activities can improve student learning outcomes.

In addition, this study is similar to the results of Putri's research, (2017) which says that learning using Audio-Visual media based on Local Excellence in South Sumatera can improve student-learning outcomes. This is also supported by the results of Laksana and Wawe's study (2015), that learning science with the help of media, especially local culture-based media, showed satisfactory results. Student learning activities increase which is accompanied by strengthening the understanding of the science concept. Local culture is one example of local excellence in an area.

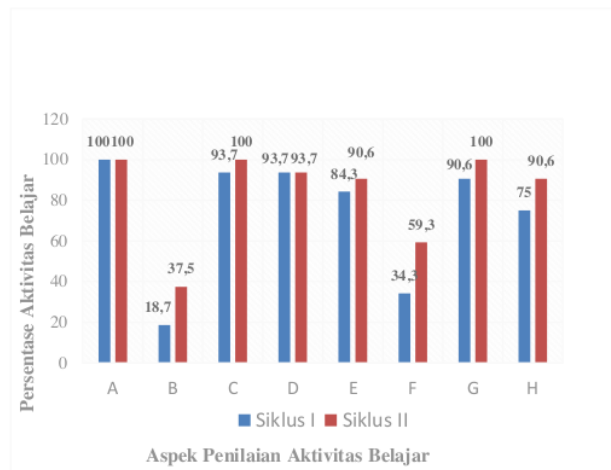
In ecosystem theme learning by the activities of students during activities ecosystem sub-themes, learning. The following are the results students are stimulated to develop of observations of learning activities of ability to think in understanding the students in the first cycle and second potential of an area (Palembang City). cycle as follows.

This thinking ability is also supported

Table 2. Results of observations of activities of students in Cycles I and II

Cycle	Student Activities	
	Student Activities (%)	Category
Cycle I	73,43	Active
Cycle II	83,59	Very Active

If seen from the comparison of there was an increase. Comparison of results of the percentage of activities of observations of student activities from students in Cycle I and Cycle II, overall each aspect in Cycle I and Cycle II can students have been actively learning be seen in the following picture 1. well in each cycle. In the second cycle,



Picture 1 Observations of Activities of Learners per Aspect in Cycle I and Cycle II

Information:

- A. Pay attention to the teacher's explanation.
- B. Demonstrate the activeness of students in asking and answering questions.
- C. Work together in groups to complete the LKPD.
- D. Fill in the LKPD in accordance with the instructions.
- E. Enthusiastic in working on the LKPD.
- F. Respect the opinions of fellow group members or other groups.
- G. Answering the questions contained in the LKPD correctly.
- H. Concluding material that has been studied.

Based on Figure 1 above, it can be seen that the activities of students in Cycle I and Cycle II show active and motivated students to take part in learning using LKPD based on local superiority in South Sumatra. This result can be seen that all students pay attention to the teacher's explanation, most are able to work in groups completing the LKPD and enthusiastic during the learning process. Learners focus on participating in learning.

The results of this observation are in line with the opinion of Jalinus (2016: 140) which explains that students can focus on learning taking place, namely because learning techniques including teaching materials used have achieved learning objectives or have covered all aspects of learning that are able to motivate students to follow the explanation teacher.

Learning by elevating local excellence in an area can improve science process skills in learning science, one of which is biology. The results of previous studies by Suratmi, et al (2016) process skills of students through the guided discovery learning model based on Banten local superiority as a whole were categorized as good (82.52%), including the skills of observing, classifying, interpreting predicting, implementing skills planning research and communicating skills.

The results of the observations also show that the activity of students in asking and answering questions is still very less than other learning activities. The results obtained are almost the same both in cycle I and in cycle II. According to Kurniawan, (2014: 42) asked and answered the

question as an aspect of teaching students to remember or understand the material that has been taught. Nevertheless, this shows that the activity of students in asking and answering questions is still difficult because students are embarrassed to ask questions and difficult to make questions. Based on the learning outcomes in both cycles, it is evident that the Local Excellence-Based LKPD in South Sumatra has been able to improve learning outcomes and activities learners. This is due to the fact that the Local Excellence Based LKPD in South Sumatra helps students in the potential processes possessed by

the Palembang city and not only can it add knowledge insight to students. The Local Excellence Based LKPD in South Sumatra can also be linked to learning materials such as the example of learning Ecosystem Component Sub-themes. In this activity, students are invited to recognize local excellence that exists in an area especially in Palembang city. The results of this study are in line with those stated by Coben & Aikenhead (1997), the integration of the local environment in learning can improve students' understanding of their environment, can increase the love of students with their regional potential.

D. Conclusion

The use of Local Excellence-Based LKPDs in South Sumatra can improve student learning outcomes and learning activities on the theme of ecosystems in the sub-themes of class V ecosystem components in 163 Public Elementary Schools Palembang. Based on the results of this study it is recommended that you

be able to use South Sumatra's local excellence content for other thematic learning for elementary schools. In addition, it is also recommended to make efforts to improve the ability to ask students as one component of the activities carried out by students in the learning process.

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