Development of Student Activity Sheet Based on Student Team Achievement Division to Increase Student Interest in Class X

Deni Ardiyanto, Pargito, Sugeng Widodo

Master of Social Sciences Education, Faculty of Training and Education, University of Lampung, Indonesia

Abstract— **The purpose of this research to produce a student activity sheet (LKPD) based on the model of student team achievement division (STAD), and know the increase student interest. Type of research is the Research and Development (R & D) Borg and Gall. Subjects in this research were students X.IPS1 Senior High School State 1 Way Jepara, amount32 students. The technique of collecting data using interview, observation, and questionnaires. Based on the results concluded that the results of test 83.3`3 media expert, material expert testing 85.41 and 95.83 linguists test. Enhancement gainof student interest using LKPD includes 0.66 attention indicator, 0.68 happy indicator, 0.69 indicator involvement, and 0.72 interest indicator.LKPD by using the model STAD is still not able to make all the students maximum in achieving high classification with obtained *N-gain* 0.68 after using LKPD based on STAD model.**

Keywords: **Learners Activity Sheet, Student Team Achievement Division, Interests Study**

I. INTRODUCTION

Teaching materials in the learning process in schools can be textbooks, modul and sheet activities of learners (LKPD), so that students are expected to learn self-using and utilizing material that have been provided, one of which is LKPD that should guide the student's work to facilitate students in implementation of activities contained learning economy briefly material and practice questions in order to activate students in the learning process and improve the quality of learning outcomes.

Teaching materials is a set of systematically arranged the material so as to create the environment or atmosphere that allows students to learn and use in the learning process with the aim of planning and review of the implementation of learning. Advantages of the worksheet is for teachers, allowing teachers in implementing the learning, and the students will study independently and learn to understand and execute a written assignment.

LKPD is printed learning materials that are simplest for the components it is not on the teaching material but in a matter-because development and training. LKPD very well be used in the context of heuristic strategies and ekspositorik. In LKPD heuristic strategies used in the method of guided discovery, whereas in LKPD ekspositorik strategy used to provide practice development. In addition LKPD as a support to increase the activity of students in the learning process can optimize learning outcomes.

LKPD be used to study a topic with a view to deepen knowledge on the topic that has been studied in the previous stage, namely the planting concept. LKPD not only contain questions, assignments, or technical guidance, but contains grooves understanding of concepts that lead students to conclude the material being studied as a whole [5].

II. LITERATURE REVIEW

A. Student Activity Sheet

LKPD is a student work guide to facilitate students in implementing learning activities. LKPD is a sheet containing assignments that must be done by students. LKPD usually in the form of instructions, steps to complete a task, a task that was ordered in the sheet activities must be clear basic competencies to be achieved. Redefine that an activity sheet guide learners are students who are used to conduct the investigation and problem solving. LKPD there are six elements, there are (1) title, (2) a brief theory of matter, (3) the procedure of activities, (4) the observation data, (5) questions, and (6) the conclusions [6].

LKPD is printed learning materials that are simplest for the components it is not on the teaching material but in a matter-because development and training. LKPD very well be used in the context of heuristic strategies and ekspositorik. In LKPD heuristic strategies used in the method of guided discovery, whereas in LKPD ekspositorik strategy used to provide practice development. In addition LKPD as a support to increase the activity of students in the learning process can optimize learning outcomes. LKPD role in the learning process as a tool to provide the knowledge, attitudes and skills in students. The use LKPD allows teachers to teach more optimal, providing guidance to students who are experiencing difficulties, provide reinforcement, as well as training students to solve the problem [2].

B. Model Student Team Achievement Division

STAD model is learning that promotes teamwork to get ranked the best group. Student Teams Achievement Divisions (STAD) is a cooperative learning approach is the simplest.

Teachers who use STAD, also refers to a group of student learning, present new academic information to students every week by using verbal or text presentation.

STAD learning model is the simplest model of learning, so it can be used to presents various lessons. The teacher presents the lesson, then students work in their team that all team understand the lesson.STAD model consists of five components main-class presentation, team, quiz, scores of individual progress, team recognition. Each lesson begins with a presentation in STAD these lessons in the classroom. The presentation must include the opening, development, and practical direction of each component of your entire lesson; activities and quiz team includes exercises and independent assessment, respectively [4].

C. Interest to learn

Interest is the tendency remains to notice and remember some of the activities. Interest basically is the acceptance of a relationship between yourself with something outside of ourselves. The stronger or near such a relationship, the greater the interest. Interest in learning is the tendency of individuals to have pleasure without any coercion that can cause changes in knowledge, skills and behavior [3].

Students who are interested in a lesson has some quirks as follows: 1) have a permanent tendency to notice and remember something studied continuously; 2) there is a sense of love and happy about something that interested him; 3) obtain something of pride and satisfaction at an interest; 4) prefers things more interest to them than anything else; 5) manifested through participation in activities and events.

III. RESEARCH METHODS

This type of research is research and development or Research and Development Borg and Gall, steps in development research are as follows: 1) *Research information collection*; 2) *Planning*; 3) D*evel`preliminary form of product*; 4)*Reliminary fieldtesing*; 5)*Main product revision*; 6)*Main filed testing*; 7) *Operational productrevision*; 8)*Operational testing filed*; 9) *Final product revision*; 10) *Dissemination andimplementation* [1].

Test the product validation experts composed of linguists, subject matter experts, and media experts. While individual test samples of the test are 3 learners in class X IPS. The next test of the test sample was a small group of 9 students of class X IPS.The subject of research in the development of this X.IPS1 grade students are 32 students of Senior High School State 1 Way Jepara.

IV. RESULTS AND DISCUSSION

This development research done through the seven stages of the ten stages of development research Borg and Gall, with the following steps: preliminary studies, planning, early product development, limited testing, revision of the product, the main product trials, major products. The research process begins with a preliminary study which starts from dtudi field and survey to analyze needs.

The results of the field studies show that the need for the development of teaching materials in learning activities. The second step of the Borg and Gall of planning which involves a series of selecting a basic competence, formulate indicators and learning objectives and develop maps LKPD needs. Planning LKPD stage refers to the characteristics of the student-based learning team achievement division.

The initial products are developed in the form of steps LKPD-based learning using student team achievement division.

Activities in this development process consists of the validation test experts (linguists, subject matter experts, and media expert). Validation test performed limited testing products consist of individual tests and test small groups, before being tested to students who are subject to revision LKPD based research and testing experts who have been determined researchers to determine the quality of LKPD have been developed.

LKPD validation assessment conducted by three experts, namely linguists, subject matter experts, and experts medua. LKPD validation value of linguists is 46 with a percentage of 95.83 sebebsar valid category. It is still there are some shortcomings that still there is writing on the delivery of the third person is not right.

LKPD validation value of subject matter experts is 41 with a percentage of 85.41 categorized valid. This is because there are still shortcomings in LKPD and should be revised at any LKPD ie multiple choice questions about scale, about on every LKPD must be based on HOTS, and the font used should be consistent.

Value validation of media experts is 40 with a percentage of 83.33 categorized valid. This shows that there are still shortcomings in LKPD artifacts and should be revised in cver LKPD of images from overseas are not lifted from the country, LKPD format should be adjusted. This is because there are still shortcomings in LKPD and should be revised at any LKPD ie multiple choice questions about scale, about on every LKPD must be based on HOTS, and the font used should be consistent. Value validation of media experts is 40 with a percentage of 83.33 categorized valid.

This shows that there are still shortcomings in LKPD artifacts and should be revised in cver LKPD of images from overseas are not lifted from the country, LKPD format should be adjusted. This is because there are still shortcomings in LKPD and should be revised at any LKPD ie multiple choice questions about scale, about on every LKPD must be based on HOTS, and the font used should be consistent. Value validation of media experts is 40 with a percentage of 83.33 categorized valid.

This shows that there are still shortcomings in LKPD artifacts and should be revised in cver LKPD of images from overseas

are not lifted from the country, LKPD format should be adjusted.

Table 1. Summary of Test Results Media Expert, Expert Content and Language

	Score Obtained	Maximum Score	Percentage	Criteria Validation
Expert Media	40	48	83.33	valid
Expert Content	41	48	85.41	valid
Linguist	46	48	95.83	Valid

Source: Though the researchers data 2019

Individual product trials performed involving three students with high ability criteria (one person), medium (one person), and low (one person). The results of this questionnaire is charging third assessment aspects: the view, the attractiveness and convenience aspects as well as aspects of benefits. First responders get a score of 53so the percentage obtained was 88.33%. The second respondent get a score of 51 so that the percentage obtained by 85%, while the third respondent get a score of 50 so that the percentage obtained 83.33%.

The small group trial involving nine (9) students with different ability levels. Assessment will involve high-ability students (three people), medium (three) and low (three) against LKPD.The results of the small group trial LKPD product assessment by obtaining an average score of 50 (3.3) so that the percentage gained 83.33% in the scale of four. The third aspect is the display aspect, the aspect of the attractiveness and ease as well as aspects of the overall benefits Categorizevery interesting.

Results of testing the questionnaire interests of students in the class X.IPS 1 after being treated at study using a model-based LKPD Student Team Achievement Division indicate the presence of a difference. The test results indicators feeling happy to get assessment of students strongly agreed criteria as much as 9 students with a percentage of 28.12%, and 17 students provide an assessment agrees with the percentage of 53.12% that LKPD able to make more students have a sense of excitement during the learning process, while the 6 students provide an assessment does not agree with the percentage of 18.75%.

Results of testing the second indicator is an indicator of attention to get earn votes assessment of students strongly agree with the criteria as much as 8 students with a percentage of 25%, and as many as 19 students to provide an assessment agrees with the percentage of 59.37% indicates that LKPD able to make more students had feelings of pleasure during the learning process, while the four students to provide an assessment does not agree with the percentage of 12.5%, and 1 student to provide an assessment strongly disagree with a percentage of 3.12%.

Results of testing the third indicator is an indicator of interest students obtain student assessment criteria strongly agree as many as 10 students with a percentage of 31.25%, then 19

students judge agreed with a percentage of 59.37%. While three students judge disagreed with the rank of a percentage of 9.37%.

While the third indicator test results are indicators of student engagement give strongly agree with the percentage of votes 28.12%, then the student who gave the ratings agree with the percentage of 59.37%. While students who pass judgment do not agree with a percentage of 12.5%.

Table 2. Summary of Results Assessment pretest (before) and Posttest Interest in Learning (after using LKPD)

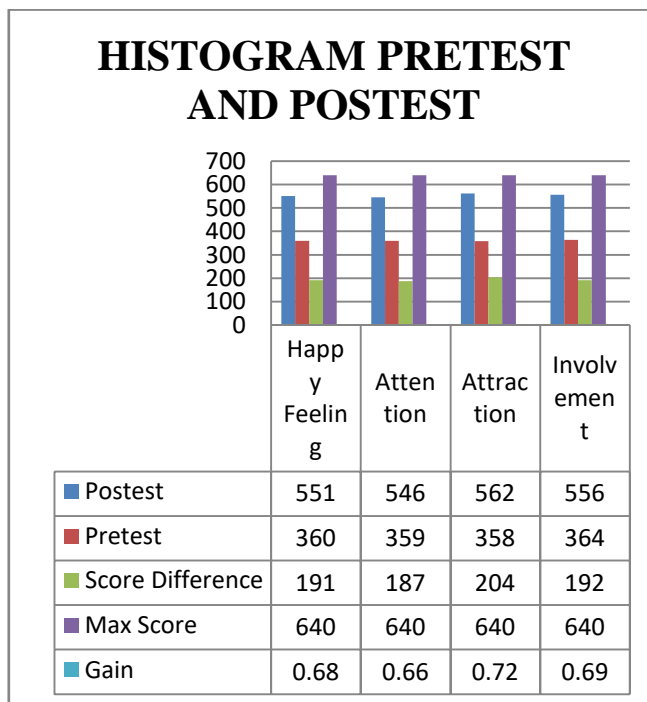| Treatment	Indicators Rated			
	HappyFeeling	Attention	Attraction	Involvement
Posttest	551	546	562	556
Pretest	360	359	358	364
Difference Score	191	187	204	192
Max Score	640			
Gain	0.68	0.66	0.72	0.69

Source: Sports Data Researcher 2019

Figure 1. Increased student interest

Based on the results obtained analysis*N-gain* that development LKPD STAD-based economy proved effective in increasing the interest of learners. Evident from the average score of N-gain after learning by using LKPD STAD-based economy that is 0.68 with the criteria being. It can be concluded that LKPD STAD-based economy has a significant impact in increasing student interest. This shows for the learning process using teaching materials that attract and

learning model applied makes the students become active in the learning process and not limiting to develop thinking skills, students also practice convey ideas or ideas they have and can share their knowledge and work the same group.

From all indicators, namely a sense of excitement, attention, involvement, and interest students show that interest in learning achievement after using the product LKPD-based student team achievement divisonexperienced a significant increase.

REFERENCE

[1] Borg, WR & Gall, MD, 2003. *Educational Research*: an introductions, (5th ed). Longman: New York

[2] Prastowo. 2012. *Free Creative Creating Innovative Teaching Material*. DIVA Press: Yogyakarta

[3] Slameto. 2010. *Learning and Factors Affecting*. Rineka Copyright: Jakarta

[4] Slavin, Robert E. 2015. *Cooperative Learning Theory, Research and Practice*. Nusa Media: Bandung

[5] Smaldino, SE, Lowther, DL, and Russell, JD 2011. *Instructional Technology and Media for Learning - Instructional Technology and Media for Learning:* Ninth Edition. Kencana Prime Media Group: Jakarta

[6] Trianto. 2010. *Innovative Design Progressive Learning Model*. Kencana: Jakarta