

# **THE DEVELOPMENT OF LEARNER'S WORK SHEET (LKPD) IN UNDERSTANDING THE FOLKLORE TEXT BASED ON SOUTH SUMATERA LOCAL WISDOM**

Rika Hardayanti<sup>1</sup>, Nurhayati<sup>2</sup>, Didi Suhendi<sup>3</sup>

<sup>1</sup>Student of Master Program of Language Education, BKU Bahasa Indonesia, FKIP Sriwijaya University

<sup>2</sup>Supervisor 1, Professor of Indonesian Education, FKIP Sriwijaya University

<sup>3</sup>Supervisor 2, Lecturer of Indonesian Language Education, FKIP Sriwijaya University  
hardyantirika@yahoo.co.id

## **Abstract**

This study aimed (1) to describe the needs of teachers and seventh grade students at SMP N 1 Indralaya towards LKPD in understanding the folklore text based on South Sumatera local wisdom, (2) to produce prototype LKPD in understanding the folklore text based on South Sumatera local wisdom as the needs of teachers and seventh grade students at SMP N 1 Indralaya, (3) to describe the validity of LKPD in understanding the folklore text based on South Sumatera local wisdom based on the assessment from the expert team, (4) to describe the practicality of LKPD in understanding the folklore text based on South Sumatera local wisdom which used the experiment of one-to-one evaluation and small group evaluation, and (5) to describe the effectiveness of LKPD in understanding the folklore text based on South Sumatera local wisdom based on field test. The research method and development modified and elaborated the development theories of Gall, Gall, and Borg and the development theories of Tessmer. LKPD produced in this study was in accordance to the needs of learners and teachers. This LKPD had passed a validation test by the three experts including the feasibility aspects: material, language, presentation, and chart. Based on the validation of the three experts, it was concluded that LKPD was valid and feasible to be tested with revisions as the expert comments and suggestions. Based on the results of one-to-one and small group tests, LKPD was practical to be used by the learners. Based on the results of field test through pretest and posttest, the mean score of understanding the folklore text of the learners has increased from 61.4063 to 77.4219 (difference of 16.0156). Thus, LKPD of South Sumatera Local Wisdom on the folklore text is effective in improving the ability of learners in understanding the folklore text.

**Keywords:** Development, Learner's Worksheet, Folklore Text, Local Wisdom

## **INTRODUCTION**

Language learning is directed to improve students' skills in communicating with Indonesian language learned orally or in writing. One of the skills that the learner should master is the reading skill. Reading is a form of interaction that connects between the author and the reader to convey the message. As a visual process, reading is the process of translating written symbols (letters) into spoken words. As a process of thinking, it includes word recognition activities, literal comprehension, interpretation, critical reading, and creative understanding (Rahim, 2007, p.2). In the process of reading, the reader is involved in absorbing and understanding the information submitted by the author.

The Indonesian language learning in Curriculum 2013 applies text-based learning. Text-based learning means learning that makes text the basis, principle, base,

and pedestal. According to Mahsun Mahsun (2013, p.32) the text is a unit of language containing the mind with a complete structure. Indonesian language learning is not only focused on language skills but literary skills. Nurgiyantoro (2012, p.453) says that in learning literary appreciation that takes place, learners are critically guided to read and understand, recognize the various elements that are typical, showing the link between various experiences and knowledge gained, and others who everything is covered in appreciation vessels.

One of the lessons of literary appreciation is reading the understanding of folklore text in the form of local legend. Based on the Curriculum 2013, learning materials to understand the text of folklore are in class VII SMP/MTs. The basic competencies used are 1) identifying information about local fables/legends that are read and heard; 2) reviewing the structure and linguistic of local fables/legends that are read and heard; 3) retelling the contents of fable/legend story of the local area being read / heard; 4) to play the content of local fables/legends that are read and heard.

Based on the results of interviews conducted with teachers of Indonesian VII class subjects in SMP Negeri 1 Indralaya, obtained information that teaching materials used VII classroom students in SMP Negeri 1 Indralaya, currently only textbooks lesson "Book Student Indonesian Class VII SMP/MTs" published by Kementerian Pendidikan dan Kebudayaan (2014). Learning about fable/legend texts is found in Chapter 6 "Appreciating and Creating Fables". In reading comprehension lesson, learners know difficulties in understanding the text of fable/legend story reading, especially find the implied meaning in reading. Some learners still have difficulty determining the theme of literary works that is the theme of fable/folklore. Learners often write the same words with the title of the story when asked to determine the theme of the story being read. One of the factors that influence the difficulties of learners in understanding the text of the story is due to the language and the content of reading is not in tune with the development of the child's age and less reflects the style of life and personality of learners. Then, from the existing teaching materials do not contain steps to read the text of the story gradually, so that learners if given text just read without going through pre-reading stage first.

In addition to the issues raised based on the results of the above interviews, researchers also conducted a literature study and comprehensive reading of books published by the Ministry of Education and Culture entitled Book VII Students Indonesian Language SMP/MTs. Based on the preliminary analysis of Indonesian textbook textbooks in chapter 6, researchers found the shortcomings in textbooks learning fable/legend story. First, the less interesting stories provided in the textbooks on learning the text of fables/legends. This is evident from all the stories that are published less closely with the learners because they are not removed from the local culture-based stories of the local area, especially South Sumatra. In addition, the absence of images in each story also adds to the disinterest of learners to read the stories available. Second, there is a lack of tasks in the VII Junior High School Student Books of SMP/MTs given to the students. Learners are asked to list the series of events and characters from the two stories available. On page 197, tables of story lists are available only one table for the first story text. To be able to find the equations/differences in the two text stories there should be two tables provided. Third, individual tasks available on textbooks are fewer than group tasks, it is difficult to know the success of learners in understanding the content of the reading in person.

Therefore, these learners need supporting components to more easily understand the learning of reading the text of folklore. Related to the development of teaching materials, currently the development of teaching materials in the form of Student Work Sheets (LKPD) becomes a necessity. LKPD was chosen as a teaching material developed because LKPD is a teaching material that has a complete component with a concise form and is rich in the task of practicing. LKPD is very suitable for teaching subject textbooks. Furthermore, Setiawan (2007, p.1) LKPD is an integrated teaching material that allows learners to study the material independently.

LKPD has benefits for students' learning success. The benefits of LKPD according to Arliyah dan Ismono (2015, p.509) are to help learners to think, remember, and understand their material easily. In line with that statement, Prastowo, (2011, p.205–206) states that the benefits of LKPD is to minimize the role of educators, so that learners are more active; facilitate learners to understand the material provided; be a compact and rich resource for practice; as well as facilitate the implementation of teaching to learners.

To facilitate learners in understanding the text of folklore, researchers designed an LKPD understand the text of folklore based on local wisdom of South Sumatra. The local wisdom used in this study is based on South Sumatra Governor Regulation No. 38 of 2015 on “Kurikulum muatan lokal pendidikan dasar dan menengah di Provinsi Sumatera Selatan”. Local wisdom in the development of LKPD is only on the cultural sphere. Culture is one aspect of local excellence, local wisdom is a kenggulan or potential of a certain region either in the form of culture, natural resources and human resources, which characterizes the area. This is consistent with that suggested by Dedidwitagama cited (Ahmadi, Sofan, dan Elisah, 2012, p.1) that local superiority is the product of the earth, art creations, traditions, culture, service, services, natural resources, human resources or otherwise which is the advantage of an area.

One aspect of the cultural sphere is folklore. Folklore is one part of children's literature. Folklore as child literature has a great contribution to the development of the learner's personality in the process towards maturity. Literature is believed to be able to be used as a means to plant, cultivate, develop, and even preserve the values of good education (Winarni, 2014, p.1).

The selection of folklore used in the development of LKPD was chosen based on the age of the learners and the environment in accordance with the learner's life, which is based on the local culture of South Sumatra. The folklore (legend) used in LKPD contains local wisdom that contains the value of peace (kesopansantunan, honesty, social solidarity, harmony and conflict resolution, commitment, positive thoughts and gratitude) and welfare value (hard work, discipline, education, health, gotong royong, gender management, cultural preservation and creativity, and care for the environment). Winarni (2014, p.15) suggests that stories as teaching materials in schools should have characteristics, including: using simple language, using word choices that learners can understand, in accordance with the passion and development of learners, and the relevant environment with the world of learners.

Relevant studies have been conducted previously by researchers, among them research written by Arisalyati (2014) entitled "Development of Student Worksheet (LKS) Writing Short Stories with 3M Strategy (Mimic, Processing, Developing) to Students Class IX SMP Negeri 6 Palembang ". The results showed that the teaching materials produced eligible to be used and can improve the ability of learners in writing short

stories. Furthermore, in 2015 conducted by Ernawati with the title Development of Student Working Sheets (LKPD) Writing Text Fable Stories for SMP Class VIII. Based on the results of the study note that the Student Working Sheet (LKPD) Writing Text Fable Story has a potential impact in improving the skills to write text fable stories learners. The third study, conducted by Sari, Nurhayati, dan Soetopo (2017) under the title Development of Student Learning Worksheet (LKPD) Electronic Writing Text of Short Stories Based on Local Culture. Based on the results of field trials through pretest and postes, the average value of writing the short stories of learners has increased from 37.50 to 68.80. From the results of these trials, it can be concluded that LKPD electronics developed practically used by learners.

This study produces teaching materials in the form of Student Work Sheet (LKPD) based on local wisdom of South Sumatra in learning to understand the text of folklore for students of class VII of SMP Negeri 1 Indralaya. Through this activity, the researcher hopes to help the teacher of Indonesian language study in Junior High School in the teaching of understanding the text of folklore based on local wisdom of South Sumatra. Furthermore, this developed LKPD is expected to be useful and facilitate learners in understanding the text of folklore as it fits the context. Through LKPD-based local wisdom can also instill a sense of belonging and a sense of love of learners to what has been owned area, especially for students class VII SMP Negeri 1 Indralaya.

The purpose of this study is to describe the needs of teachers and students of class VII SMP Negeri 1 Indralaya against LKPD understand the text of folklore based on local wisdom of South Sumatra, LKPD prototype understand the text of folklore based on local wisdom of South Sumatra in accordance with the needs of teachers and students of class VII SMP Negeri 1 Indralaya, describes the validity of LKPD understand the text of folklore based on local wisdom of South Sumatra based on the assessment from the expert team, describes the practicality of LKPD understand the text of folklore based on local wisdom of South Sumatra based on one-to-one evaluation and small group evaluation describes the effectiveness of LKPD understand the text of folklore based on local wisdom of South Sumatra based on field test.

## **RESEARCH METHODOLOGY**

Research method used is research and development method (Research and Development). This research adapts and modifies the development model of Gall, Gall, & Borg and Tessmer's development model. The steps of the development model of Gall, Gall and Borg (2003, p.784-785) and Tessmer (1993, p.35) are 1) research and information collection, 2) planning, 3) preliminary form of product development, 4) self evaluation, 5) expert review, 6) one-to-one, 7) small group, and 8) field test.

Research and information gathering were conducted to select the Core Competencies (KI) and Basic Competencies (KD) which the material will be developed, analyze the current text material, create a gratitude for the questionnaire and make the questionnaire according to the grid, and perform the analysis to the questionnaire to find out the needs of teachers and learners of teaching materials in accordance with the demands of the 2013 curriculum.

Planning is done by taking the initial data in the form of analysis of the needs of teachers and learners. The need is taken from a questionnaire distributed to 30 students and interviews conducted to teachers of Indonesian class VII SMP Negeri 1 Indralaya

which amounted to one person. Meanwhile, initial product development is done by selecting and developing effective teaching materials in the form of LKPD with reference to the criteria of good teaching materials.

The next stage is the formative evaluation that Tessmer divided into five stages: self evaluation, expert review, one to one, small group, and field test.

Formative evaluation in the first stage of self evaluation. Self evaluation is carried out on the LKPD prototype developed to be evaluated by the researcher himself and the supervisor. After obtaining input from the research supervisor, the researcher revised the LKPD prototype.

Formative evaluation in the second phase is the expert review. Expert validation is done by seeking expert opinion to know the feasibility of LKPD. Validation of LKPD is done covering four aspects, namely the content/material feasibility aspect, language feasibility, feasibility of presentation, and feasibility of graduation. Questionnaires given to experts are divided into two parts. The first section contains a scoring table of numbers on a scale of 1—5 (scale 5). The second section contains a column of suggestions and comments from experts on LKPD developed.

Formative evaluation in the third stage is one to one. One-on-one trials were conducted by providing a review questionnaire and interviewing three students representing low, moderate, and high ability groups. The interview is done after the students read LKPD, then learners give assessment on the questionnaire distributed. One-on-one trials are conducted to obtain information regarding difficulty level and material clarity, practice, evaluation, language use, attractiveness, and use of teaching materials. The information is used to revise the teaching materials. Interview data are described and summarized.

Formative evaluation of the fourth stage of small group. Small group trials were conducted to see the practicality of LKPD with data collection techniques through questionnaires. Small group trials were conducted by asking 9 students representing the low, medium, and high group. Small group trials are conducted to capture the difficulty level and clarity of material, practice, evaluation, language use, attractiveness, and usefulness of teaching materials.

Single and small group trials are conducted by giving a scoring sheet. The assessment sheet is presented as a rating scale. Measurement scale used using a scale of 1—5 (Darmadi, 2013, p.121). Choice of scale "1" if not very good, choice of scale "2" if less good, choice scale "3" if good enough, choice scale "4" if good, choice scale "5" when very good. Then, the value is converted in the form of a conversion value from 0 to 100.

Formative evaluation of the fifth stage of field trials. Field trials to see the effectiveness of LKPD. The research design is in experimental stage with one-group pretest-posttest design with 32 students. Technique of data collecting is done by comprehension test of folktale text.

The test is done twice (pretest using LKPD) and final test (after using LKPD result of development). In this study used SPSS 21 as a medium to describe data obtained from paired sample test. The test aims to determine the difference from the first sample data to the second sample data with the same subject.

## RESEARCH RESULT AND DISCUSSION

### 1. Needs Analysis of Learners and Teachers.

Based on the results of needs analysis conducted to students and teachers in SMP Negeri 1 Indralaya on Monday, February 26, 2018 obtained data that the needs of students and teachers is relatively the same. Learners and teachers need LKPD understand the text of folklore based on local wisdom of South Sumatra. The required LKPD should contain material in the form of folktale theories, examples of folklore, and the matter of understanding the text of folklore and containing elements of local wisdom of South Sumatera. In addition, learners want the LKPD design to include a number of things, namely title, subject, KI, KD, indicator, objective of learning, material description, exercises, work guidance and assessment.

### 2. Prototype of Teaching Materials

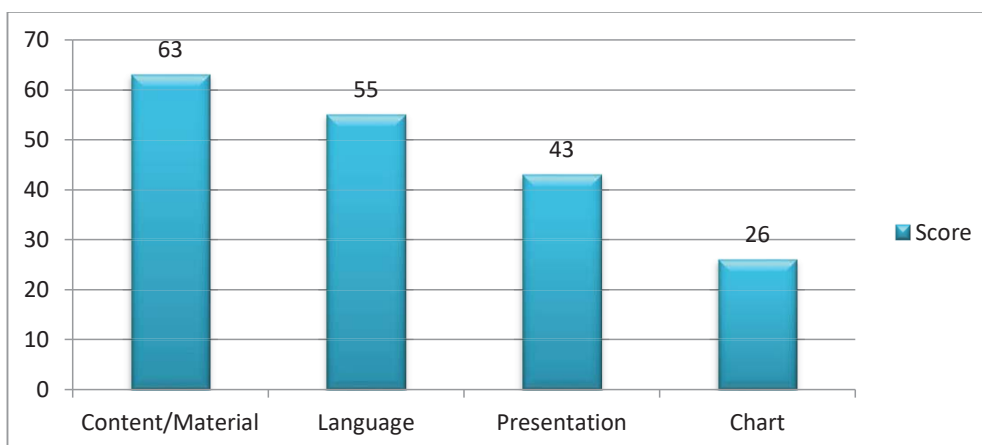
Identify the needs of learners through questionnaires and interviews to teachers to generate prototype LKPD understand the text of folklore based on local wisdom of South Sumatra as follows, 1) introduction, containing (a) cover, (b) introduction, (c) table of contents, (d) competency maps, (e) instructions on the use of LKPD, (f) description of learning objectives. 2) the content, consisting of Lesson I and Lesson II, which contains: (a) objectives, (b) description of the material, (c) exercises, (d) evaluation, (e) student worksheets. 3) the closing section consists of (a) a glossary, (b) a bibliography, and (c) of the author.

### 3. Self Evaluation Results

This stage in the form of evaluation researcher assisted by criticism and suggestion from supervisor of research to prototype which have been made. The result of the self evaluation is to correct the technical error of writing (punctuation, spelling, greeting), the material and the training given must be in accordance with the learning objectives, the suitability of color selection in LKPD and the selection of the story should be adjusted with the learners.

### 4. Expert Review Results (Expert Validation)

The following graph presented the results of expert validation of the feasibility of LKPD developed.



Graph 1 Expert Validation Results

Based on the results of expert assessment of the content or material, LKPD developed categorized very valid. The assessment aspect consists of 14 components with a scale of 1-5. The scale is then converted to 0-100. Of the 14 components of the assessment with scale 5, the clarity aspect of the formulation of the learning objectives obtained a score of 4 (good); aspects of material relevance with learning objectives score 5 (very good); aspects of relevance with core competencies and basic competencies score 5 (very good); the relevance aspect of the use of teaching materials with the purpose and the material got score 4 (good); the relay aspects of exercise with goals and materials score 5 (very good); aspects of material organizational (coherent, logical, systematic, easy to follow, no long-winded), novelty of learning materials, material coverage, material depth, and reference accuracy used score 4 (good); aspects of motivation (verbal) and attraction (color and image) score 5 (very good); aspects of conformity with the learner's development score 5 (very good); aspects of truth of material substance, text sample, and practice score 5 (very good); and the relevance aspects of the sample with the explanation get a score of 5 (very good). Overall, from a maximum score of 70, the content /content feasibility component scored 63 (converted to 90). That is, the feasibility of LKPD materials developed including categories is very valid. The score was obtained after the researchers revised the LKPD product according to the suggestions and comments from the validator.

Based on the assessment of linguists, LKPD folklore text developed is categorized as valid. The assessment aspect consists of 14 components with a scale of 1-5. The scale is then converted to 0-100. Aspects of spelling accuracy according to EBI score 4 (good); aspects of clarity of editorial and easiness to be understood obtained score 4 (good); aspects of appropriateness of example, nonexample, metaphor, analogy, and the like score 4 (good); cognitive aspects of using language style score 4 (good), language suitability aspect with target (learners) get score 4 (good); aspect of readability (editorial and punctuation) got score 4 (good); grammatical aspects of accuracy (grammar) score 3 (good enough); aspects of the accuracy of the choice of words (greetings, pronouns) get a score of 4 (good); the exactness of the sentence/language used gets a score of 3 (good enough); the language consistency aspect (the language used does not apply the local language) gets a score of 4 (good); the clarity aspect of the guidance language gets a score of 4 (good); (language used does not contain words / phrases that may offend teachers and learners) get a score of 5 (very good), the accuracy of cohesion in the sentence get a score of 4 (good), and the aspect of coherence accuracy between paragraphs get a score of 4 (good). Overall, from a maximum score of 70, the language feasibility component scores 55 (converted to 78.57). This means that the feasibility of developed LKPD languages includes valid categories. The score was obtained after the researchers revised the LKPD product according to the suggestions and comments from the validator.

Based on the results of expert assessment of presentation, LKPD folklore text developed is categorized very valid. The assessment aspect consists of 10 components with a scale of 1-5. The scale is then converted to 0-100. Aspects of presentation demands score 4 (good); aspects of systematic consistency score 4 (good); the student-centered aspect earns a score of 5 (very good); aspect of conformity with local wisdom approach of South Sumatera got score 4 (good); aspect of conformity with learning objective get score 4 (good); aspects of the presentation of the steps of learning activities that must be

done learners get a score of 4 (good); presentation aspect guiding learners can formulate structure of folklore text get score 4 (good); the presentation aspect/illustration illustrates students' understanding of score 5 (very good); presentation aspect encourages students to think actively score 4 (good); and the corresponding proportions of images and texts get a score of 5 (very good). Overall, from a maximum score of 50, the presentation feasibility component scores 43 (converted to 86). That is, the feasibility of presenting LKPD developed including the category is very valid. The score was obtained after the researchers revised the LKPD product according to the suggestions and comments from the validator.

Based on the results of the expert evaluation of the graft, LKPD folklore text developed is categorized very valid. The assessment aspect consists of 6 components with a scale of 1-5. The scale is then converted to 0-100. Aspects of book size format conformity score 4 (good); aspects of the attractiveness of the cover score 4 (good); aspects of the letters used are simple and easy to read get a score of 5 (very good); aspect of illustration makes it easier to understand score 4 (good); the design aspect of LKPD content contents score 5 (very good); and 6) aspects of paper quality and printed score 4 (good). Overall, from a maximum score of 30, the feasibility component of the graphics score 26 (converted to 86.66). That is, the feasibility of LKPD developed is very valid category. The score was obtained after the researchers revised the LKPD product according to the suggestions and comments from the validator.

Based on the validator's assessment, LKPD understands that folklore texts are valid and deserve to be tested with perevisian according to suggestions and comments. To that end, researchers have revised this development LKPD according to the suggestions and comments.

### 5. One-to-One Evaluation Results

The following is presented data of one-to-one test results from 3 students.

TableResults One-to-One Trial

No	Learners	Comment /Feedback	Improved Results on LKPD
1	Learners 1	The developed LKPD is good. However, for the coloring and drawing used on LKPD to be lighter so it is more interesting to learn.	Selection of bright colors and images on LKPD
2	Learners 2	The material described about folklore is very easy to understand. The presentation of the material is also very interesting. But the explanation of the material needs to be shortened to facilitate learning.	Summarize material explanations that are too long.
3	Learners 3	LKPD is very good, ranging from color to its content is very interesting, the story is presented manarik, color selection and suitable images, detailed explanations of material, the contents of LKPD is complete, and the language is easy to understand.	According to expectations.



From the interviews, it was learned that learner 1 said that LKPD understand the text of folklore based on local wisdom that has been developed presents the material that is easy to understand and add insight and presents examples of interesting folklore texts. The language used is easy to understand, not complicated and the information presented is very clear. The exercises and evaluations given in the LKPD are in accordance with the material presented and are easily understood. The look and layout (including blend of colors, pictures, and letters) is good. LKPD developed is very useful, can increase interest and motivation of learners, and facilitate learners in understanding the text of folklore. Furthermore, the learner 2 said that the developed LKPD presents material, examples of folklore texts, and the use of easily understood language. The exercises and evaluations given in LKPD are easy to understand and can help learners achieve their learning objectives. Display and layout (including blend colors, pictures, and letters) is very good. Developed LKPD can increase interest and motivation learners in understanding the text of folklore. Finally, the third learner says that LKPD understands the text of folklore presents easy-to-understand material, presents examples of interesting folklore texts, and adds learners insight. The language used is easy to understand so that the information presented in the LKPD is very clear. The exercises and evaluations given in the LKPD are in accordance with the material presented and are easily understood. The look and layout (including blend of colors, pictures, and letters) is good. In terms of use, there is no difficulty experienced by learners in using LKPD understand the text of this folklore. In terms of usefulness, LKPD understand the text of folklore is very useful because it can increase interest and motivation of learners in understanding the text of folklore. This LKPD can also help overcome difficulties in understanding the text of folklore.

The criticism and suggestions given to LKPD understand the text of folklore is a matter of coloring and description of the material. Associated coloring, learners 1 provide suggestions for colors and images used in LKPD brighter to be more interesting to learn. Furthermore, regarding the description of the material, students 2 suggest that explanations in the LKPD need to be shortened again to facilitate learning.

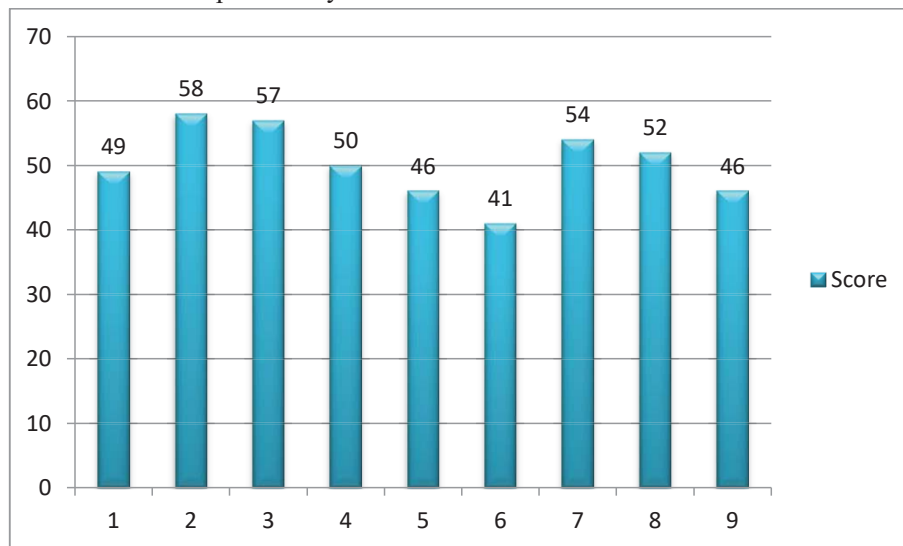
The following assessment results given by learners. The assessed aspect consists of 12 aspects with a scale of 1—5. The scale is then converted to 0—100. These aspects are 1) The ease of the material to be understood, one learner gives a score of 5 (very easy) and two learners score 4 (easy). 2) Clarity of information (learning objectives and materials), two students gave a score of 5 (very easy) and one learner rated 4 (easy). 3) Clarity of use of language (easy to understand), two students gave a score of 5 (very clear) and one learner rated 4 (easy). 4) The clarity of instructions on the use of LKPD, one learner assigned a score of 5 (very clear), one learner rated 4 (clear), and one learner rated 3 (quite clear). 5) clarity of the exercise instruction manual, one learner gives a score of 5 (very clear), one learner gives a score of 4 (clear), and one learner assigns 3 (quite clear). 6) Attracting presentation, two students give a score of 5 (very interesting) and one student learn 4 (interesting). 7) The suitability of the sample given, two students gave a score of 5 (very appropriate) and one learner rated 4 (appropriate). 8) The suitability of the selection of pictures, letters, and colors, one learner gives a score of 5 (very appropriate) and two learners score 4 (appropriate), 9) Usability (increase interest and motivation to learn to understand folklore texts) three students gave a score of 5 (very useful). 10) Usefulness (helps overcome the difficulties of understanding folklore texts), one learner gives a score of 5 (very useful), one learner gives a score of 4 (useful) and one

learner gives a value of 3 (quite useful). 11) Usefulness (improving skills to understand folklore texts), one learner rated 5 (very useful) and two learners rated 4 (useful). 12) Ease of navigation (use of LKPD), two students give a score of 5 (very easy) and one student learns 4 (easy).

From the results of the one-to-one evaluation summed up each learner's assessment sheet, the results obtained that the learner 1 gave a score of 50 (good), the learner 2 gave a score of 53 (very good), and the learner 3 gave a score of 57 (very good). It can be concluded that from a maximum score of 60, the test component of the product scored 53.3 (converted to 88.83). This means that the tested product is a very practical category.

### 6. Small Group Evaluation Results (Small Group Trial)

The following graph presents the data of small group trial results of LKPD developed in relation to its practicality.



Graph 2 Small Group Trial Results

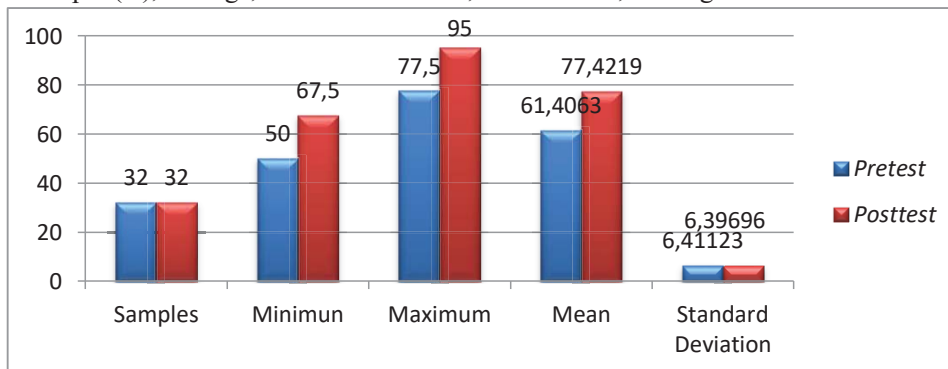
The assessed aspect consists of 12 aspects with a scale of 1-5. The scale is then converted to 0-100. First, the ease of the material to be understood, one learner gave a score of 5 (very easy), six students gave a score of 4 (easy), and two students gave a score of 3 (quite easy). Second, clarity of information (learning objectives and materials), two students gave a score of 5 (very easy), five students gave a score of 4 (easy), and two students gave a score of 3 (quite easy). Third, the clarity of the use of language (easy to understand), three students gave a score of 5 (very clear), four students gave a score of 4 (easy), and two students gave a score of 3 (quite obvious). Fourth, clarity of guidance on LKPD use, three students gave a score of 5 (very clear), four students gave a score of 4 (clear), and two students gave a score of 3 (quite clear). Fifth, clarity of the exercise instructions, three students gave a score of 5 (very clear) and six students gave a score of 4 (clear). Sixth, the attractiveness of the presentation, three students gave a score of 5 (very interesting), five students gave a score of 4 (interesting), and one student gave a score of 3 (interesting enough). Seventh, the suitability of the samples given, four students gave a score of 5 (very appropriate), three students gave a score of 4 (appropriate), and two students gave a score of 3 (quite appropriate). Eighth, the suitability of the selection of pictures, letters, and colors, four students gave a score of 5

(very appropriate), three students gave a score of 4 (appropriate), and two students gave a score of 3 (quite appropriate). Ninth, usefulness (increased interest and motivation to learn to understand folklore texts), two students gave a score of 5 (very useful) and seven students gave a score of 4 (useful). Tenth, usefulness (helping to overcome the difficulties of understanding folklore texts), five students gave a score of 5 (very useful), two students gave a score of 4 (useful) and two students gave a score of 3 (quite useful). Eleventh, usefulness (improving the skill of understanding folklore texts), four students gave a score of 5 (very useful), four students gave a score of 4 (useful), and one learner rated 3 (quite useful). The twelve, the ease of navigation (the use of LKPD), the three students gave a score of 5 (very easy), three students gave a score of 4 (easy), and three students gave a score of 3 (quite easy).

From the results of small group trial summed up each of the assessment sheet of the learners are the students 1 gave a score of 49 (good), students 2 gave a score of 58 (very good), students 3 gave a score of 57 (very good), learners 4 give score 47 (good), learners 5 give value 46 (good), learners 6 give value 41 (good), learner 7 give value 54 (very good), student give value 52 (very good), participant educate 9 gave a value of 46 (good). It can be concluded that from a maximum score of 60, the product test component scored 50.33 (converted to 83.89). This means that the products tested include the practical category.

#### 7. Field Test Results (Field Trial)

The following graph presents the results of statistical descriptions that describe the sample (N), average, standard deviation, lowest score, and highest score.

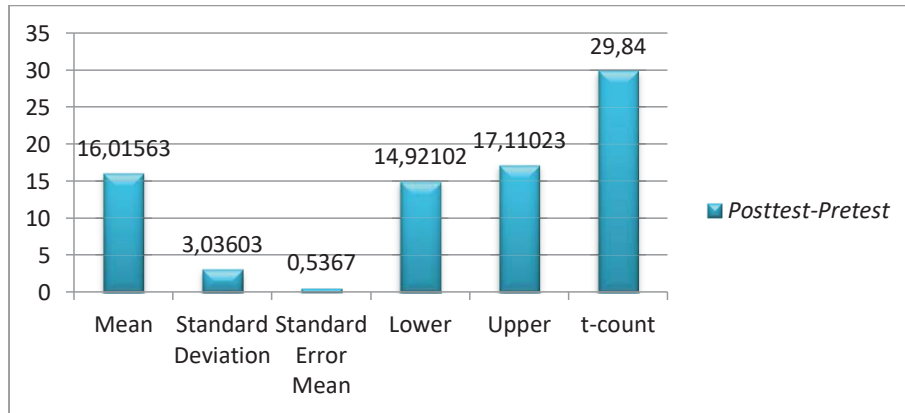


Graph 3 Outcome Statistics Description

Based on the above chart find out that the highest score is 77.5 for the initial test and the highest score of 95 for the final test. The average preliminary test score is 61.4063 and 77.4219 for the average score of the final test. This shows that there is an increase in the ability of learners in understanding the text of folklore.

Standard deviation obtained from the initial test score of 6.41123 while the standard deviation obtained from the final test amounted to 6.39696. Based on these data it can be seen that the standard deviation of the final test is less than the initial test. This shows the ability of learners to increase after receiving treatment because good data has a small standard deviation.

Furthermore, through the test data to understand the text of the folklore is paired sample test. Paired sample test is done to find out whether there is a significant difference between the value before and after learners using LKPD. The results of paired sample test can be seen in the following graph.



Graph 4 Results Paired Sample Test

From the graph obtained by the result of paired sample test with the average value of preliminary test and final test 16,0156 with standard deviation of 3,036 and level of significance (2 side) = 0,00. This means that there is a significant difference between the value before and after learners using LKPD understand the text of folklore development results. It is based on a  $t_{\text{count}}$  value greater than  $t_{\text{table}}$  (df 31), ie  $29.841 > 2.040$ . Thus, it can be concluded that LKPD understand the text of folklore based on local wisdom of South Sumatra can be categorized as effective use of class VII students SMP Negeri 1 Indralaya.

## DISCUSSION

Student Lecture Sheet (LKPD) Local Wisdom in the Text of South Sumatera People's Story is an LKPD that is used as a complement and support of textbooks in text learning folklore. LKPD can be used teachers and learners on teaching and learning activities in the classroom. This is in accordance with the function LKPD according Soetopo (2004) is as a guide for learners to conduct a series of activities in the learning process. LKPD is expected to create an active learning atmosphere. The atmosphere is an atmosphere that makes learners can experience, interaction, communication, and reflection.

LKPD was developed based on the analysis of the needs of learners and teachers. Based on the needs analysis, there are several analyzes that are accommodated into LKPD and some are not accommodated into LKPD. Needs analysis to be accommodated into LKPD, 1) development of teaching materials in the form of LKPD in understanding the text of folklore, 2) folklore used based on local wisdom of South Sumatra, 3) folklore equipped with interesting drawings, 4) LKPD developed containing material theories of folklore, examples of folklore, and the matter of understanding folklore texts, 5) Theory of understanding folklore texts in LKPD consists of understanding folklore, types of folklore, folklore structures, and steps in understanding folklore texts, 6) LKPD design contains title, subject, KI, KD, indicators, objectives, supporting information, exercises, work guidance, and assessment, 7) LKPD format 12-14 pts, 8) LKPD design is attractive, simple and illustrative, 8) LKPD paper is strong and quality, 9) LKPD presentation concept presented in cascading, 10) LKPD presentation consists of; introduction, contents list, competency map, manual of LKPD usage, description of what will be achieved by learners, material description about folklore texts, exercise questions, evaluation,

glossary, bibliography, and author biography. 11) Language used in the sample folklore in LKPD is there are local language terms and variations (popular-standard), 12) The form of questions used in LKPD are multiple choice, essay form, and matchmaking, 13) Folklore (legend) used in LKPD entitled Si Pahit Tongue , Legend of Tanjung Putus, The Origin of the Musi River Name, Kemaro Island, Muyang Jeragan Conqueror Crocodile, Dayang Merindu, Raton Rimau, Bugang Kurap and Antu Aer, Bekhete Bujhe, Puyang Ndiakat, Silop Country, Putri Biyuku, Langli, Budi Pengene, Proposed Village Toys, The Little Finger, and The Tampok Pinang. Furthermore, needs analyzes are not accommodated into LKPD, ie 1) The use of terms, symbols and icons in LKPD, 2) Stages of understanding folklore in LKPD design, 3) Form of true-false and field (fill in test).

The presence of LKPD is expected to be a valid resource, practical, and effective in studying folklore text material. In accordance with the opinion of Nieveen (in Akker, dkk., 1999, p.126) on 3 (three) criteria to measure the quality of learning products, namely validity (validity), practicality, and effectiveness (effectiveness). LKPD is also designed systematically. The contents contained in this LKPD consist of: (1) front cover (2) introduction, (3) table of contents, (4) description of what will be achieved by learners, (5) material, (6) practice, (7) ) evaluation, (8) glossary, (9) bibliography, (10) writer biography, and (11) back cover. In this LKPD design, there are two basic competencies with seven learning objectives. Basic competence 3.15 (identifying information about local and readable fable / legend) there are four learning objectives to be achieved by learners, namely (1) finding information on the content of folklore texts, (2) defining the subjects of folklore (legend), (3) comparing the types of folklore texts (legends), and (4) identifying intrinsic elements of folklore texts (legends). Basic competence 3.16 (reviewing the structure and language of local fables / legends that are read and heard) there are three learning objectives to be achieved by learners: 1) determining the structure of folklore texts (legends); 2) finding variations in the disclosure of folklore text structure legend) and 3) studying the linguistic elements of folklore texts (legends), consisting of: a) determining the category of words, and b) determining direct and indirect sentences.

After making the product design through the results of needs analysis (teachers and learners), conducted self evaluation by researchers and supervisors. The result of the self evaluation is to correct the technical error of writing (punctuation, spelling, greeting), the material and the training given must be in accordance with the learning objectives, the suitability of color selection in LKPD and the selection of the story should be adjusted with the learners. Researchers then revise the product design self evaluation results and develop a prototype design.

Furthermore, the product prototype is validated by a team of experts. Validation in this research includes four aspects, namely the aspects of material feasibility, language, presentation and kegrafikaan. Experts/validators provide valuations and suggestions/comments related to LKPD developed. First, the validator aspects of the content/materials give advice, namely 1) the formulation of objectives need to use the term/word operations, 2) the exercise decisive points folklore point to stage groove, 3) material about the kinds of legends to be clarified , especially the type of religious legend, 4) add aspects compared to the exercises on page 22, 5) add variations of the expression of the dress, and 6) add the linguistic elements typical of the legend. Second, the validator linguists providing advice and comments, namely 1) the correct use of punctuation, 2)

correct the grammar in LKPD, and 3) increase grammatical accuracy in order LKPD performed better in terms of language. Third, the validator presentation expert advice and commentary, namely 1) the presentation of the material placed before the assignment/exercise for the students, and 2) the sentence orders/instructions must be clear to be easily understood by learners. Fourth, regarding the aspect of kegrafikaan, no comments/insert provided by the validator kegrafikaan. Validator states that this LKPD is feasible to be tested. The product prototype was then revised by the researcher based on comments and suggestions. Once revised, the validator provides an assessment of the assessment questionnaire that has been given. Based on scores obtained from content/material validation, language, presentation, and kegrafikaan it can be concluded that LKPD result of development valid and can be tested.

The revised LKPD is then tested for practicality in one-to-one and small group. One-to-one test results obtained an average rating of 53.3 from a maximum score of 60 (converted to 88.83). The LKPD small group test results were also practically used because the average score of 50.33 was obtained from a maximum score of 60 (converted to 83.89). From the test results one-to-one and small group can be concluded that the product is practically used.

Next, field testing (field test). In the field test stage, the learner is given the pretest of understanding the text of the folklore in the form of multiple choice questions consisting of 40 questions with four options: A, B, C, and D. After being given pretest questions, learners learn LKPD results development for one week. LKPD is given to learners to be studied in school, then resumed at home. Learners do the exercises and evaluations in LKPD. Furthermore, the results of training and evaluation of the work done by the teacher corrected. Then, learners do the posttest with the same instructions as the pretest. Based on the field test, data obtained from the improvement of the ability of learners in understanding the text of folklore from the average value of 61.4063 on pretest to the average value of 77.4219 on the posttest (difference of 16.0156). The increase can be seen from the difference score obtained by learners on pretest and posttest. LKPD is declared effective because it improves the ability of learners in understanding the text of folklore. This increase occurs because the students have done the exercises and the evaluation of the text of the folklore on LKPD Local Wisdom in the Text of Folklore of South Sumatra. LKPD includes exercises prepared according to the needs of learners and teachers. LKPD is also equipped with relevant folklore text illustrations, brief material, hints, drawings, assessment criteria, and competencies that learners must achieve. These things can facilitate learners in understanding the text of folklore.

The effectiveness of this LKPD is influenced by several things. The advantages of this LKPD are as follows. (1) LKPD is developed with exercises that are tailored to the indicators and basic competencies directly. (2) LKPD is equipped with materials and textbooks of folklore that helps learners to learn to understand the text of folklore. (3) LKPD is equipped with examples of folklore texts based on local wisdom of South Sumatra, thus helping learners to learn with topics that surround it. (4) LKPD is equipped with instructions on each section so as to facilitate learners in doing the exercises. The shortcomings in this LKPD are as follows. (1) LKPD is in print form, it is necessary additional cost to print and reproduce LKPD to be used by every learner. (2) LKPD covers only two basic competencies, so teachers and learners still need textbooks or other supporting books on two other basic competencies.

## CONCLUSIONS AND RECOMMENDATIONS

### 1. Conclusion

Based on the results of research that has been done, it can be concluded the following things. (1) The identification of the needs of students and teachers of SMP Negeri 1 Indralaya relative to the needs of teaching materials in the form LKPD understand the text of folklore. The need is related to the material, sample, training, evaluation, and attractiveness of teaching materials. (2) The development process of LKPD includes eight stages, namely 1) research and information gathering, 2) planning, 3) initial product development, 4) self evaluation, 5) Expert review, 6) One-to-one, 7) Small group , and 8) field test. (3) The LKPD produced in this study is in accordance with the needs of learners and teachers consisting of 1) introductory section, containing (a) cover, (b) introduction, (c) table of contents, (d) maps competence, (e) guidance on the use of LKPD, and (f) description of learning objectives. 2) the content, consisting of Lesson I and Lesson II, which contains: (a) the purpose, (b) description of the material, (c) the exercise, (d) evaluation, and (e) the learner's worksheet. 3) the closing section consists of (a) a glossary, (b) a bibliography, and (c) of the author. (4) The product design shall be self evaluation between researcher and supervisor. Suggestions from supervisors are revised by researchers before the product is validated by experts. (5) LKPD understand the folklore text is categorized as good or valid. This is evidenced from the feasibility score of material substance, language, presentation, and kegrafikaan obtained from experts. (6) LKPD understand the text of folklore as the result of this research is categorized very practical based on the test of practicality through one-to-one evaluation and small group. (7) The resulting LKPD is categorized as effective based on the effectiveness test through field test. The effectiveness of LKPD can be seen from the comparison of pretest and posttest averages. The average score of learners has increased from 61.4063 in pretest to 77.4219 on posttest (difference of 16,0156).

### 2. Recommendation

In connection with several conclusions that have been put forward, some things that can be used as material considerations and follow-up.

- (1) Learners, in order to improve the skill of understanding the text of folklore by doing reading exercises and understanding continuously.
- (2) Indonesian teachers, should continue to motivate learners to make reading as a hobby, especially reading the text of folklore.
- (3) The next researcher, it is suggested to develop LKPD related to folklore text material not only on understanding aspect but also appreciation aspect.

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