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ANALYSIS OF CHEMISTRY STUDENT WORKSHEETS IN 2013 CURRICULUM LEARNING

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Abstract

Curriculum changes in Indonesia have undergone very significant developments. In the past, learning was only centered on the teacher and now it is very centered on learning designs that have been made by the teacher, one of which is the Student Worksheet. Teachers should have studied the design of making Student Worksheets. The direction of this research is to examine the suitability of the contents of the Student Worksheet with the 2013 Curriculum Student Worksheet and examine the form of the Chemistry teacher Student Worksheet in the 2013 curriculum learning. Information in the form of books, archives, documents, and field study data. The results showed that in 2013 Curriculum students, students' learning abilities in solving problems were still lacking due to inappropriate teaching materials. The success of students participating in learning can be evaluated properly if there is a learning plan designed by the teacher. Teachers are required to design and learn more about the content of the 2013 curriculum so that the student sheets can be understood and implemented well by students at school.

Keywords: Student Worksheets, Chemistry, Curriculum 2013.

1. Introduction

Law Number 20 of 2003 concerning the National Education System states that education is an interaction that embodies learning methods and models so that students can be active in exploring abilities that manifest religious feelings, intelligence, manners in society, nation and state. Education broadly aims to develop skills, character and improve civilization and not

reduce faith in God Almighty. Based on the definition of education mentioned above, it is very important to improve the purpose of education for the community and nation, both in competency development and other self-development. In order to achieve the goals of education, we really need support and efforts from various fields of education that can protect and can increase success in achieving the goals of

education, one of which is the development of the education curriculum from time to time. (Depdiknas, 2003)

Regulation No. 20 of 2003 concerning the national education system discusses the curriculum as a learning tool that contains objectives, content and materials. This means that there is a two-dimensional curriculum according to the Minister of Education and Culture. First, regarding the regulation of the contents of the LKPD, it means that in the learning process, learning media is needed that contains aspects of the curriculum contained in it. This aims to make it easier for students and teachers to understand the meaning of the curriculum and teaching materials that are being carried out. While the next dimension is the model of learning activities. The method used in learning to deliver teaching materials is very diverse, especially in the K13 curriculum learning, it is very pressing aspects of student skills in responding to the learning process that is being taught. Curriculum 13 that has been implemented fully fulfills these two dimensions from 2013 to 2014.

According to Prianto and Harnoko (2007) the goals and benefits of LKPD are to improve students' abilities in the learning process, guide students to create ideas, guide active students, train teachers in planning models. learning, the teacher as a guide, requires students to understand the material and guides students in

digging for information.

Increasing the role of education is an integral part of efforts to carry out the main national task of "educating the nation's life" in accordance with the mandate of the fourth paragraph of the 1945 constitution (Ariana. 2017). Based on the statement above, we can see that education needs are not only needed by certain people, but all people can take education according to their level. In the 1945 Constitution, precisely in the fourth paragraph, it has been stated that Indonesia must be able to create an intelligent nation. Therefore, schools and their equipment must meet curriculum standards over time. Each level of education has its own KD and KI. Learning materials must be conceptualized the same as the first K13 and proceed to basic competencies and indicator competencies. In both cases, it must be included in the learning sheet so that the learning delivered by the teacher is more focused and systematic.

Based on research conducted by Nonik Gabriela and Mitarlis (2021) stated that LKPD planning is also able to increase students to be active and enthusiastic about learning and exploring the material. Student worksheets are very important in the learning process and greatly affect the competence of students to be achieved. With the LKPD, it is easier for students and teachers to train their abilities and understanding. Based on the 2013 curriculum, LKPD must meet the aspects in the applicable provisions in K13,

among others, KD, KI, objectives, content and exercises. That way the students are easier to learn the lesson because it has been spiked with assignments and exercises related to chemistry subjects.

Based on the references contained above, it can be seen that the purpose of this study is to analyze the suitability of the contents of the LKPD used with the LKPD in K13 and find out the form of the LKPD used by the Chemistry teacher. Therefore we make the title of this research is the analysis of learning kurikulum LKPD in 2013. Given this research LKPD developed by the teachers expected to meet the structural and aspects contained in 2013.curriculum

2. Methods

Writing topic or issue is research that uses the methods of study case document analysis. A case study is an activity that is combined with a scientific, systematic and serious model in a plan, time and individual or group activities. According to Sandu Siyoto and M. Ali Sodik quantitative research or data analysis is data collected from all collected data sources. This technique uses case study research or field interviews.

Interviews were conducted by the researcher to one of the chemistry teachers at the State Senior High School 8 Banda Aceh for input. After conducting an investigation, data will be obtained which will be analyzed regarding the relationship between the topic raised and the opinion of the researcher with the reality that

occurs in the real environment.

3. Results and Discussion

a. Results

Based on the results of research that has been carried out through document analysis methods and field studies, namely the analysis of the chemical student worksheets (LKPD) in the 2013 curriculum, it can be seen that before entering the new school year a teacher must first prepare learning tools including the syllabus. which consists of competency standards, basic competencies, learning materials, learning activities, indicators achieved, competency achievement for assessment, amount of study time, and learning resources.

Schools that used to use using the Education Unit Level Curriculum (KTSP) are now the revised 2013 curriculum as a learning process. Based on the Decree of the General Director of the Directorate of Basic Education No. 23/KEP.D/KR/2017, the effort is to improve the LKPD of the 2013 curriculum compared to the previous curriculum.

According to Prastowo (2012: 204) student worksheets (LKPD) are teaching materials made in printed form containing certain subject matter, material summaries and worksheet instructions that must be done by students. In this case, these tasks have been adjusted to the basic competencies that must be achieved. LKPD is also a medium to facilitate a learning process so that interaction between students and teachers is

formed, so as to increase an activity and learning achievement for students.

LKPD that has been designed and has been tested for feasibility by the validation team. Indicators of achieving the feasibility of design validation include LKPD that are useful to students, LKPD suitability with the school environment, content structure, strategy compatibility with learning objectives, conformity with learning resources and LKPD suitability used in learning. After making some improvements to the design validation team, the validation team stated it was feasible to be tested. Thus, material expert validation will be carried out. The achievement of eligibility in the validation of this material includes the suitability of the material with competency indicators and Basic Competencies, the scope of the material for the suitability of achievement indicators, the accuracy of the objectives to be achieved, the suitability of the content with the desired character values and the order of the material, as well as the suitability of a language use. The results of the validation carried out by a team of experts, in the form of suggestions for improvement and revision of the LKPD. The results of these improvements were declared feasible by the validation expert team after the LKPD was revised several times.

b. Discussion

Based on the results of the data obtained from an interview with one of the teachers, In

each meeting, the teacher designs and designs the LKPD according to the characteristics of the students and how the material will be studied on that day, because each meeting has an allocation of 2 x 45 minutes, the LKPD is adjusted to the allocation time and indicators to be achieved. The LKPD used is in accordance with the 2013 curriculum rules.

Based on the results of the analysis of the LKPD document developed by the teacher, it is known that the LKPD used by the teacher is still in the form of statements and questions that must be answered by students. So the available time is not efficient. The contents of the student worksheets are to prepare students in the learning process, apperception, motivation, goals. At the core of teacher learning, the LKPD will be applied to the group, so that students know what must be fulfilled from the LKPD.

Skills assessment instruments can be used to determine the quality of the teaching material. In obtaining information on learning outcomes, aspects of skills related to what is done by students and what they know or understand. Then the required skill assessment instrument is a student worksheet (LKPD).

The purpose of preparing LKPD, is [1] presenting one of the teaching materials that aims to facilitate students in the process of interacting with the material provided, [2] presenting tasks that can improve students' understanding of the material provided. [3]

train students' learning abilities [4] make it easier for educators to give assignments to students (Prastowo, 2011).

E. Conclusion

Based on the results of research conducted by researchers, it can be indirectly concluded that the chemistry LKPD in the 2013 curriculum is a learning system designed to train creativity and student activity. This curriculum tends to require students to participate more in learning than the teacher.

In LKPD 2013 the ability to analyze students' problem-solving processes is still lacking in a process of teaching materials that are not appropriate and do not match the needs of students.

The success of students in participating in the learning process can be evaluated accurately if there is a well-designed lesson plan by the teacher, thus the teacher can make the right decisions about the learning program and make it easier for the teacher to find weaknesses in the learning design so that it can be improved.

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