

Development of Website-Based E-LKPD to Train Students' Historical Thinking on the Material of the Great World Revolutions Class XI State High School 1 Koto Kampar Hulu

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Abstract

SMAN 1 Koto Kampar Hulu is one of the high schools located in the Koto Kampar Hulu sub-district, Kampar Regency. At SMAN 1 Koto Kampar Hulu there is a shortage of learning media, which makes the learning process boring, especially in history subjects. Teachers still use conventional methods and do not use media, so learning is less effective. The research was conducted with the aim of developing the enthusiasm of students at SMAN 1 Koto Kampar Hulu towards history subjects by developing website-based E-LKPD media and conducting E-LKPD feasibility tests for history learning at SMAN 1 Koto Kampar Hulu, and looking at students' responses regarding website-based E-LKPD media. The research method used is 4D. Based on research conducted by E-LKPD learning media (electronic student worksheets) it was declared suitable for use in the teaching and learning process after being analyzed by material experts, questions, media, and students. The results of the website-based E-LKPD validation on the material of world's great revolutions by material experts get an average result score of 4.7 with a very feasible category, question experts with an average score of 4.6 with a feasible category, media experts with a score an average of 4.2 with a very feasible category, and the results of student respondents in the small group test with an average score of 4.79 with a very feasible category. The results of student respondents in the large group test with an average score of 4.86 with a very decent category. In this study there are still research limitations, where the research produced is still at the beginner level, so the researchers hope that there will be research that can develop this E-LKPD learning media so that it can be applied to other schools.

Keywords: SMAN 1 Koto Kampar Hulu, Electronic Student Worksheet, Feasibility



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INTRODUCTION

Education is a very important guide for humans, with education they are able to develop the potentials that exist within themselves. One of the places of education is school. School is a place to provide education to students with the aim that students are able to organize their lives in the future (Nurfirdaus & Hodijah, 2018). At school there is a teaching and learning process that interacts with each other, namely teachers and students. Teachers are people who stand at the forefront to advance a nation. teachers are required to be able to master various sciences and teaching methods, learning and high scores and always be up to date. Teachers are very responsible for providing good learning to students (Sadiman, 2002:4).

Learning is a combination of human elements, materials, facilities, equipment, and procedures that interact with each other to achieve learning objectives (Isjoni, 2007: 8-10). learning that is made must be as interesting as possible and as effective as possible so that students do not get bored easily and the learning delivered is not monotonous so that students understand the material conveyed by the teacher more quickly and learning becomes more effective. Regarding monotonous learning and material that is very difficult to understand, history lessons are very much associated with this by students. Regarding monotonous learning

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In history subjects they get knowledge transfers such as being able to learn from the dark events of the nation's past. Learning history can be called a vehicle for inheriting values, both positive and negative values from the stories of the nation's past. So because of that, it is very necessary to have historical thinking training for students so that in history lessons they are able to understand the concepts of material conveyed by the teacher. Historical thinking is that students are able to describe or retell historical events, Students are able to give opinions and actively ask questions, Students are able to understand historical events imaginatively, Students are able to take the values contained in historical events, Students are able to organize historical events in a time sequence. In order to realize that historical thinking exists within students, it is necessary to have innovation or skills, creativity and effectiveness of a teacher in the learning process. One of them is by developing LKPD (Student Worksheets) by utilizing technology that is highly developed at this time, for example smartphones.

Based on observations made in the class of SMAN 1 Koto Kampar Hulu at the school there is a lack of learning media, learning that is less interesting, monotonous, a lack of historical thinking or a lack of students' understanding of historical material concepts, because it is very important to train students' historical thinking by training the teacher to know student progress in learning. So much needed LKPD development. So that researchers are interested in developing website-based E-LKPD learning media. In this study, the material to be developed in the Website-based E-LKPD is material for the world's great revolutions. Electronic student worksheets will be created using liveworksheet.com. From the explanation above and the problems that exist, the author wants to develop a Website-based E-LKPD learning media. Because the Website-based E-LKPD (web liveworksheet) has the advantage of being more practical, more innovative, interesting, creative, the material in it is easier to understand so it is very appropriate to train students' historical thinking. So that it is not boring or monotonous and the learning process that takes place will be more effective.

Several previous studies that have been collected by researchers were used as material for consideration in research conducted by the author including previous journals including: first, Amalini Lutfia Ozila and Aisiah, 2021, Development of E-LKPD to Train Historical Empathy of Students. *Journal of Chronology*. Volume 3. Number 2. This study aims to find out the steps for developing E-LKPD to train students' historical empathy, to test the feasibility and practicality of E-LKPD for students' historical empathy. The result of the due diligence from the material expert on Indonesian history was 3.8 in the very feasible category and from the LKPD expert it was 3.7 in the very feasible category. The results of the E-LKPD practicality test by the teacher were 3.6 categories very practical and students 3.5 categories very practical. It can be concluded that E-LKPD to train students' historical empathy is feasible and practical to use.

Second, Morena and Rafika Rahmadani, 2022, Development of LKPD Media Based on Liveworksheet Software in Economics Subjects Material for Class XI International Economic Cooperation at MAN 1 Oku Timur. *Economic Journal*. Volume 1. Number 2. The purpose of this research is to develop a class XI economics class worksheet media based on liveworksheet software at MAN 1 Oku Timur. The results of this study indicate that LKPD based on liveworksheet software is suitable for use as teaching materials. The similarities between this research and the research conducted by the authors are that they both develop instructional media, namely worksheets that use web liveworksheets. While the difference between this research and the research conducted by the author lies in the material used, the target users of this product, and the difference also lies in the location or place of research. The similarities between this research and the research conducted by the authors are that they both develop

instructional media that use web liveworksheets. While the difference lies in the material used and the research location. Third, Rizka Imas Virgianti and Agung Listiadi, 2021, Development of Online-Based LKPD in Basic Accounting Subjects at Kelintang Vocational School, Surabaya. Journal of Accounting Education. Volume 9. Number 3. This study aims to develop online-based student worksheets in basic accounting subjects at SMK Kelintang Surabaya. Analyze the feasibility of student worksheets with assessments carried out by several experts. Furthermore, to find out the responses of students to student worksheets. The results of this study indicate that student worksheets are declared very feasible based on content feasibility, presentation feasibility, language feasibility, graphic feasibility. The similarity of this research with the research that the authors are doing is that they both develop instructional media using web live worksheets. While the difference lies in the material in the media and the research location. The purpose of this research was to develop a website-based E-LKPD in training students' historical thinking on the material of world great revolutions for class XI IPS 1 at SMAN 1 Koto Kampar Hulu. To find out the feasibility of developing a website-based E-LKPD in training students' historical thinking on the material of world great revolutions in class XI IPS 1 at SMAN 1 Koto Kampar Hulu.

RESEARCH METHODS

Research on the development of a website-based E-LKPD to train students' historical thinking on the material of great world revolutions for class XI SMAN 1 Koto Kampar Hulu is a type of R&D research. R&D research is research used to produce new product designs and test the effectiveness of existing products as well as develop, create new ones. After a new product has been tested and can be used in a job, it will really help the job, namely in work it will be easier, faster and the quality and quantity of work results will increase (Sugiyono, 2020: 62). In this study the researcher took the 4-D development model (Four D model) from Thiagarajan cited by Widiyasari which consists of three stages, namely: (1) define, (2) design and (3) develop, and (4) disseminate (Sugiyono, 2022:28). The test subjects in this study were students of class XI IPS 1 at SMAN 1 Koto Kampar Hulu. The subjects of this research trial were students/I of class XI IPS 1 with a total of 27 students. Data collection techniques included observation, questionnaires, documentation.

RESEARCH RESULTS AND DISCUSSION

The results of research on the development of a website-based E-LKPD to train students' historical thinking on world great revolution material for class XI SMAN 1 Koto Kampar Hulu. The following are the steps in developing a product:

Defining Stage

At this stage, the stage of analyzing the learning process. The researcher made observations at the school where the research was conducted. The needs analysis stage is to determine the learning supports that are the needs of the students which will be the goal of this research. The results of observations on the learning process in class XI IPS 1 found a problem, namely the lack of media to support the learning process so that learning seemed monotonous. Therefore the authors chose E-LKPD to be developed into a new product to become a new innovation in the use of technology for the world of education and also a new innovation in the world of technology to create more innovative and effective learning. The E-LKPD will be prepared based on the applicable curriculum, RPP, KD, and in accordance with historical thinking indicators. Because they already know the problems in performance analysis and needs analysis, the authors choose to overcome these problems by developing a website-based E-LKPD.

Design Stage

The design stage is the media planning stage which includes making a website-based E-LKPD design in history subjects, namely conducting curriculum analysis, compiling a map of LKPD needs, determining LKPD titles, writing LKPD. The following is the design of the E-LKPD as follows:



Figure 1. E-LKPD Design

The LKPD design process uses Microsoft Word and will later be converted to pdf format. Then it will be included in the liveworksheet web link.

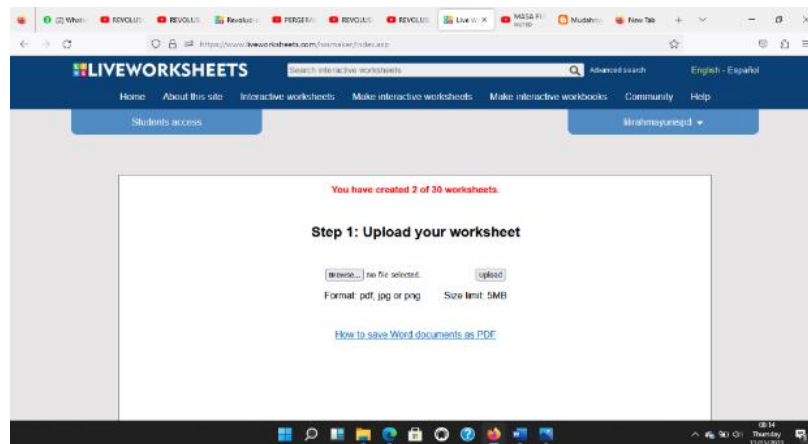


Figure 2. Uploading a pdf file to the Web Liveworksheet

Development Stage

At the development stage is the activity of validating product development and revision according to the input of experts. After the learning media is made, product feasibility validation will be carried out. Learning media validation will be carried out by expert validators, namely material expert validators and media validators. Material validation will carry out an assessment of the relevance or feasibility aspects of the material in the website-based E-LKPD. Material validation was carried out by Prof. Dr. Isjoni, M.Si as a history education lecturer. The validation of the questions was carried out by a lecturer in history education, namely Ms. Dra. Bedriati Ibrahim, M.Sc. Media validation will carry out an assessment related to the appearance of the media, media experts will carry out a feasibility assessment, namely providing criticism and suggestions for improving the media. Media validation was carried out by Mr. Eddy Noviana, M.Pd as a PGSD lecturer. Following are the results of the feasibility assessment from the results of the validator:

Table 1. Expert Validation Results

No	Assessment Level	Score Total	Score Average	Appropriateness
1.	Evaluation Of Material Experts	47	4,7	very worth it
2.	Expert Evaluation Of Questions	37	4,62	Very worth it
3.	Evaluation Of Members Of The Media	42	4,2	Very worth it
Category				Very worth it

The results of student respondents, namely from small group tests and large group tests, are as follows:

Table 2. Student Respondents Results

No	Assessment Stage	Jumlah Skor	Rata-rata Skor	Appropriateness
1.	Small Group Student Assessment	479	4,79	Very worth it
2.	Large Group Assessment	1363	4,86	Very worth it
Category				Very worth it

It can be seen from the results of the students' responses from the distribution of the E-LKPD product questionnaire that it was declared "very feasible" to be used to train historical thinking. after using the website-based E-LKPD product for class XI IPS 1 students at SMAN 1 Koto Kampar Hulu, after using the product, students are able to describe or retell historical events. Students are able to give opinions and actively ask questions. Students are able to understand historical events imaginatively. Students are able to take the values contained in historical events. Students are able to organize historical events in time sequence.

Spread

Dissemination is the last stage in this research, namely spreading the product that has been developed, in the form of a website-based E-LKPD (web liveworksheet). Website-based E-LKPD (web liveworksheet). distributed via a link that can be distributed via whatsapp group, email, telegram and classroom. The following is the E-LKPD link:

<https://www.liveworksheets.com/c?a=s&g=XI%20IPS%201&s=SMAN%201%20KOTO%20KAMPAR%20HULU&t=zkm3bzsrX02&mn=nz&sr=y&ms=dz&af=sy&l=ln&i=ttfzoz&r=rh&db=8&f=dzdtzxzd&cd=pgcv0fgpsm25lgialzzegjgsw6ngnzgmgnping>

Discussion

Website-Based E-LKPD Development

This development research produced a website-based E-LKPD learning media product to train students' historical thinking on world great revolution material for class XI IPS SMAN 1 Koto Kampar Hulu. This development process uses a 5-stage 4-D development model (Four D model). This development is sequential and systematic, making it easier for researchers to develop media. In line with research conducted by imil fajri (2020). Each stage of this research is done in stages or done one by one. At the definition stage the researcher made observations at the school, namely SMAN 1 Koto Kampar Hulu by looking at several things including the learning process, learning media and others. Data based on the results of interviews with history teachers at SMAN 1 Koto Kampar Hulu, that there is a lack of learning media, the media used is still in the form of books which makes students bored. This problem is a factor that makes students lazy to learn. So these problems make researchers interested in developing a website-based E-LKPD on the world's great revolution material. According to Irnando (2019) states, the initial stage in the definition is the activity of collecting initial data related to learning needs. The design stage, according to (Fajri, 2020) is to prepare and determine the design sketches based on the appropriate layout order so that students are not confused when using them. At this stage the researcher carried out the activity of compiling the initial part of the E-

LKPD, namely making the LKPD first, then presenting the material in accordance with the basic competencies and learning objectives. The E-LKPD is prepared according to the learning model in the RPP. This is in line with the opinion of Prastowo (2014) in the process of making LKPD there are several steps, namely curriculum analysis, compiling a map of LKPD needs, determining the title of LKPD, writing LKPD. The attractiveness of the E-LKPD in this study is that there are videos from YouTube, pictures about historical events and the existence of interesting questions such as matchmaking problems.

The development stage is that after designing the product using Microsoft Word, the LKPD will be converted into PDF format, after which the LKPD will be entered into the web liveworksheet. After finishing making the product, it is continued with the validation process and evaluating the feasibility of the product so that it will be applied to students. The assessment was carried out to get criticism and suggestions for the developed E-LKPD. Suggestions and criticisms from the validator will be used as a reference in product improvement. then the validation results from the validators are the results of the material validator 4.7. Validator questions 4,6. Media validators 4.2. These three values are categorized as very feasible. This is in line with the opinion of Baharudin (2018) that the development stage is the product evaluation stage before proceeding to the next stage.

Deployment stage. According to Pratama (2021) the deployment stage is the final stage in development. In this stage the E-LKPD is appropriate and used as a learning medium for students, so that the E-LKPD can be used. The researcher distributed the E-LKPD to class XI SMA Negeri 1 Koto Kampar Hulu only.

Feasibility of Website-Based E-LKPD

The feasibility of website-based E-LKPD can be seen from the validation results of material experts, problem experts, media experts. Validated by 3 validators, namely 2 validators from history education lecturers and 1 from PGSD lecturer. The results of the feasibility questionnaire are as follows. Material expert assessment. The results of material validation were carried out once in an assessment, obtaining an average score of 4.7 with a very decent category. Expert assessment of the questions, the results of the validation of the questions were carried out one time assessment, obtaining an average score of 4.6 with a very decent category. Media expert assessment. The results of media validation were carried out one time assessment, obtaining an average score of 4.2 with a very decent category. Based on the feasibility test of this study, it can be concluded that the development of a website-based E-LKPD to train historical thinking on the material of world's great revolutions is declared very feasible. The results of the due diligence in this study are in line with previous research which stated that the development of a website-based E-LKPD was stated to be very feasible (Ozila and Aisiah, 2021).

Student Respondents

After getting a very decent category from material experts, questions, and media, the next stage is the stage of distributing questionnaires to students. The distribution of the questionnaire aims to find out the response from students after using the product. The distribution of the questionnaire was carried out 2 times, namely in the small group test and the large group test. The try-out was carried out to find out the students' responses to the media developed, namely the E-LKPD through a questionnaire. The questionnaire consisted of 5 rating scales, namely 5 (very appropriate), 4 (appropriate), 3 (not appropriate), 2 (not appropriate), 1 (very inappropriate). The questionnaire was given with 10 statement indicators including indicators. First, the cover creates interest in reading the LKPD. The second indicator, the color used attracts attention. The third indicator, video presentation is easy to understand. Fourth,

interesting image combinations. Fifth, the appearance of the E-LKPD is attractive. Sixth, the concept of E-LKPD is in accordance with the level of understanding. Seventh, able to re-identify historical stories. Eighth, E-LKPD can help me study independently. Nine, the language used is easy to understand. Ten, create enthusiasm for learning. In line with the opinion of Fitrtsanianta et al. (2022) the website-based E-LKPD function is able to connect teaching and learning activities so that effective interactions occur between students and teachers, which can increase student activity to improve academic achievement. From the indicators of this questionnaire, the results of the average response to the test statement in a small group consisting of 10 students obtained results very much in accordance with the total average score of 4.79 which can be seen in table 4.6. in the large group test consisting of 27 students with an average score of 4.86 can be seen in table 4.7. These results are in line with research conducted by (Iklashul, at.al. 2022) using a learning website-based E-LKPD will make students' learning activities more active, fun, interactive, and provide opportunities to practice and increase their learning motivation.

CONCLUSION

Based on the results of the research and discussion, the conclusions in this study are as follows: Development of a website-based E-LKPD to train students' historical thinking on the material of world great revolutions in class XI SMAN 1 Koto Kampar Hulu using the 4D model, namely the stages of definition, design, development, deployment. The results of the website-based E-LKPD development validation to train students' historical thinking on the material of world great revolutions for class XI SMAN 1 Koto Kampar Hulu by material experts get an average score of 4.7 in the "very decent" category, question experts get an average score of 4.62 in the "very decent" category, media experts get an average score of 4.2 in the "very decent" category. Based on the overall results of the assessment above, the website-based E-LKPD to train students' historical thinking on the material of great world revolutions for class XI SMAN 1 Koto Kampar Hulu is declared very feasible to use. Judging from the results of the questionnaire of student respondents who were distributed in the small group test, the average score was 4.79 and in the large group test, the average score was 4.86. So it can be concluded that the website-based E-LKPD to train students' historical thinking on the material of world great revolutions for class XI SMAN 1 Koto Kampar Hulu is stated to be very suitable for use.

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