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DEVELOPMENT OF LKPD BASED ON CHARACTER EDUCATION FOR STUDENTS IN PRIMARY SCHOOL

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Abstract
This research is research and development (R&D). The development model in this research refers to the four development model. The four D development model consists of four stages, namely define, design, develop, and disseminate (Johan et all., 2023). This research was carried out at SD Negeri 056640 Pelawi Dalam. The research subjects were class IV students, totaling 28 students. The object of the research is LKPD based on character education. Data collection techniques are observation and questionnaires. The data analysis technique used is a feasibility analysis of LKPD based on character education. Based on the research results, it is known that the validation results for the product developed are character education-based LKPD with an average of 87.64% with very feasible criteria. This is known from the results of language experts with a percentage of 80.98% with very feasible criteria, the results of material experts with a percentage of 92.60% with very feasible criteria, and the results of media experts with 89.35% with very feasible criteria. Based on these results, it can be concluded that the LKPD based on character education is very suitable for use at SD Negeri 056640 Pelawi Dalam.

Keywords : Development, LKPD, character education

Introduction

The role of education for humans is to raise dignity, rank, intelligence, morals and can make humans more useful to other humans Yamin (2012). This is in accordance with the objectives of national education, namely to develop the potential of students to become human beings who are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens, so that they will form a source of human resources of quality and character. This goal is closely related to Law No. 20 of 2003 article 3 concerning the National Education System. Every educational institution is expected to focus more on developing students' potential related to character and oriented towards aspects of attitude and behavior (affective). However, regarding its implementation in the learning field, many are still oriented towards aspects of intelligence (cognitive) and life skills (psychomotor), as a result, students are only concerned with learning outcomes without paying attention to attitudes and behavior in the learning process. Without realizing it, such a system has killed the character of students. This is the basis for the government to encourage character education in the world of education. As regulated in the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia which stipulates that schools are programs focused on comprehensively improving students' abilities in order to better realize the Pancasila student profile. In addition, regular learning activities in each subject must convey Pancasila student results and profiles (Kemdikbud, 2021). This moral decline is caused, among other things, by an education system that places less emphasis on optimizing affective and psychomotor aspects. So far, education has always emphasized cognitive aspects. One way to facilitate the optimization of

students' cognitive, affective and psychomotor aspects is to use a thematic approach in learning. Thematic learning is a learning approach that combines a series of learning experiences so that they are related to each other and are centered on a problem. This approach is based on Gestalt psychology which states that the whole/integration is more meaningful than its parts. This is due to the synergistic effect (integration effect) that arises as a result of this integration (Mulyasa, 2009: 104-105).

The thematic approach is integrated learning that uses themes to link several subjects so that it can provide meaningful experiences to students. Theme is the main thought or main idea that is the subject of discussion (Depdiknas, 2006:5). Based on interviews with class teachers at SD Negeri 056640 Pelawi Dalam, there are several problems including: (a) student involvement in learning activities is still low so that students tend to be passive; (b) the learning method used is still dominated by the lecture method; (c) the teaching materials used still do not improve the character of students. One teaching material that can solve this problem is by using LKPD based on character education. LKPD is a teaching material that supports optimizing students' cognitive, affective and psychomotor aspects in learning so that they can develop students' thinking abilities holistically (Komalasari & Parjono, 2015). According to Rizkiah et all (2018), the LKPD contains practical instructions, experiments that can be carried out at home, materials and practice questions as well as all instructions that can encourage students to carry out activities in the learning process. The LKPD used can be based on character education. The definition of character education is a conscious and planned human effort to educate and empower students' potential in order to build their personal character so that they can become individuals who are beneficial to themselves and their environment (Annur et all., 2021). The world of education has an important role in building the character of today's students, although in its implementation there are still many shortcomings. This is our challenge as educators. Character development has an extraordinary goal of a true education system (Angga et all., 2022). According to Salsabilah et all (2021), there are several simple things that teachers can do to build student character, including: (a) being an example for students; (b) become an appreciator; (c) teaching moral values in every lesson; (d) be honest and open to mistakes; (e) teach good manners; (e) provide students with opportunities to learn to become leaders; (f) share inspirational experiences. From these several things, it can be concluded that teachers have an important role in cultivating character in students, especially elementary school students. Based on the description above, researchers are interested in conducting research entitled "Development of LKPD Based on Character Education for Students in Elementary Schools".

Research Methodology

This research is research and development (R&D). The development model in this research refers to the four D development model. The four D development model consists of four stages, namely define, design, develop, and disseminate (Johan et all., 2023). This research was carried out at SD Negeri 056640 Pelawi Dalam. The research subjects were class IV students, totaling 28 students. The object of the research is LKPD based on character education. Data collection techniques are observation and questionnaires. The data analysis technique used is a feasibility analysis of LKPD based on character education.

Result & Discussion

This research is research and development (R&D). The development model in this research refers to the four D development model. The four D development model consists of four stages, namely define, design, develop, and disseminate (Johan et all., 2023). This research was carried out at SD Negeri 056640 Pelawi Dalam. The research subjects were class IV students, totaling 28 students. The object of the research is LKPD based on character education. Data collection techniques are observation and questionnaires. The data analysis technique used is a feasibility analysis of LKPD based on character education.

RESEARCH RESULTS AND DISCUSSION

This research was carried out at SD Negeri 056640 Pelawi Dalam. This research is research and development (R&D). The development model in this research refers to the four D development model. The four D development model consists of four stages, namely define, design, develop, and disseminate. This research only reaches the development stage. The stages in the research are as follows:

a) **Define**

At the define stage, the researcher carried out several analyzes of the need to collect information to determine the curriculum, learning objectives and student characteristics. From the information obtained, the researcher will continue to the next stage, namely the define stage.

b) **Design**

At the design stage, the researcher will design a character education-based LKPD based on several results from the define stage. From the results of the define stage, this becomes a reference for researchers to design LKPD based on character education.

c) Develop

In the develop stage, researchers have finished designing character education-based LKPD which is in accordance with suggestions and input from experts. Character education-based LKPD has been validated by language experts, material experts and media experts. The results of the validation that has been carried out on character education-based LKPD can be seen in the table below:

Table 1. Recapitulation of Expert Validation Results

No	Validation	Percentage	Criteria
1	Linguist	80.98%	Very worthy
2	Material expert	92.60%	Very worthy
3	Media expert	89.35%	Very worthy
Average		**87.64%**	**Very worthy**

Based on the results of table 1 above, it is known that the validation results for the product developed are character education-based LKPD with an average of 87.64% with very feasible criteria. This is known from the results of language experts with a percentage of 80.98% with very feasible criteria, the results of material experts with a percentage of 92.60% with very feasible criteria, and the results of media experts with very feasible criteria. Based on these results, it can be concluded that the LKPD based on character education is very suitable for use at SD Negeri 056640 Pelawi Dalam. This research is supported by several studies, including research by Ayuningtiyas et all (2023), which states that the results of this research show that the level of validity of LKPD with the RME approach is to improve student learning outcomes in arithmetic sequence and series material at SMAN 1 Gondang, based on the assessment of media experts to obtain a score. 49 with a percentage of 87.5% so it is included in the "Very Eligible" category. The material expert's assessment obtained a score of 50 with a percentage of 89.28% so that it was included in the "Very Decent" category. In the test the learning outcomes of 35 students with a learning completion percentage obtained 88.57% so that effectiveness was included in the "Very Good" category. Thus, LKPD with the RME approach to improve student learning outcomes in arithmetic sequence and series material at SMAN 1 Gondang is suitable for use as teaching material for mathematics learning for class Seniati et all (2023) said that based on the results of the discussion of this research, it could be concluded that the level of validity of Student Worksheets (LKPD) based on character education on fraction material in class V MIN 2 West Pontianak obtained a percentage of 88.08% with very valid criteria; the level of practicality of the Student Worksheet (LKPD) based on character education on fraction material in class V MIN 2 West Pontianak obtained a percentage result of 81.51% with very practical criteria; as well as the level of learning outcomes for Student Worksheets (LKPD) based on character education with fractional material in class V MIN 2 West Pontianak, a percentage result of 87.80% was obtained with very high learning outcomes criteria. Luhamiha et all (2023) said that based on the validation results by material experts, an average of 87% was obtained with very valid criteria and validation results by material experts obtained an average of 86% with very valid criteria. Based on these results, the LKPD is said to be valid.

Conclusion

This research was carried out at SD Negeri 056640 Pelawi Dalam. This research is research and development (R&D). The development model in this research refers to the four D development model. The four D development model consists of four stages, namely define, design, develop, and disseminate. This research only reached the development stage . Based on the research results, it is known that the validation results for the product developed are character education-based LKPD with an average of 87.64% with very feasible criteria. This is known from the results of language experts with a percentage of 80.98% with very feasible criteria, the results of material experts with a percentage of 92.60% with very feasible criteria, and the results of media experts with very feasible criteria. Based on these results, it can be concluded that the LKPD based on character education is very suitable for use at SD Negeri 056640 Pelawi Dalam.

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