Development of LKPD With an Insight in The Character of Tolerance in Citizenship Education Subjects in Class IV State Primary School 101783 Saentis

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ABSTRACT
This research aims to develop a product in the form of a Student Worksheet (LKPD) with an insight into the character of tolerance in the Citizenship Education subject in class IV at SD Negeri 101783 Saentis. The LKPD is adjusted and prepared with steps in the cooperative learning model, material in the form of the cultural diversity of my people which is packaged in character education questions. The development of this LKPD was carried out using the R&D (Research & Development) method, using a 3D model. The 3D development model consists of define, design and develop. This research was only carried out until the development stage because the researcher did not aim to find out the effectiveness of the product that had been developed. The feasibility results for the LKPD insight into the character of tolerance obtained were very good overall. The material expert validation assessment is 90% with a very valid category. The results of the design expert validation assessment were 86.9% with a very valid category. And the results of the language expert validation assessment were 96.65% with a very valid category. The results of the practicality assessment by the teacher were 95.9% with very practical criteria and the results of the practicality assessment by students were 83.2% with the very practical category, so that the LKPD is suitable for use in the elementary school (SD) environment.

**Keywords :** Citizenship LKPD, Tolerance Character, Students

Introduction

According to Muliyanti and Parmiti (2017) Education is often interpreted as a human effort to develop their personality in accordance with the values in society and culture. So it can be concluded that education is an effort carried out with the aim of educating the nation's generation, which can build and develop their personality in accordance with the values contained in the culture and surrounding society. According to Pane and Dasopang (2017) Learning is a system that involves a unit of components that are interrelated and interact with each other to achieve an optimal expected result in accordance with the goals that have been set. According to Muliyantini and Parmiti (2017), the basis for selecting learning must include a learning model that is appropriate to the characteristics of the subject, learning objectives and the abilities of students and teachers. Therefore, teachers must still pay attention to the needs of their students, that they are not only interesting, but learning activities must be meaningful and appropriate to class conditions and students' abilities, whether they are suitable to be implemented or not.So that in teaching and learning activities it is hoped that students will be able to understand and review the contents of the summary of the material they have studied and thereby increase the learning outcomes of students. Thus, teaching materials in the form of LKPD were formed. According to Prastowo (2015) Student Worksheets (LKPD) are printed teaching materials in the form of sheets of paper containing material, summaries and instructions for implementing learning tasks that must be carried out by students which refer to the basic competencies that must be achieved. We can see that in several schools in Indonesia, the character education possessed by students is still very worrying,

many problems occur in schools, such as brawls, bullying attitudes between seniors and juniors, and so on. This problem does not only exist at the secondary school level, but also at the elementary school level. From the results of interviews with teachers at the school to be researched, there are also several problems, namely that there are still students who make fun of their classmates because of differences in race, culture, etc., do not respect other people's opinions, are self-centered, do not listening to the teacher when explaining lessons, not wanting to help during mutual cooperation at school, and so on. These problems occur due to students' lack of understanding of character education. According to Mulyasa (2018), the aim of character education is to improve the quality of the educational process and results which leads to the formation of students' character and noble morals in an integrated and balanced manner, which is in accordance with the competency standards of graduates at each level of the educational unit. Therefore, the aim of this research is that the researcher hopes that there will be an increase in learning activity and enthusiasm of students through the development of LKPD (Learner Worksheets) which are created, then another aim is to have characteristics based on character education, as a concrete manifestation of supporting the Education Strengthening program Character (PPK) which has been integrated through the learning curriculum in schools. Furthermore, character education has also become an urgent need, especially at the elementary school level. Because at this elementary school level, students more easily absorb the values that are instilled. Based on this background, the follow-up to the problem that occurred was that the researcher took a way to find a solution by developing teaching materials in the form of LKPD (Learner Worksheets). It is hoped that this LKPD will be a product that is useful and has innovation, especially during the teaching and learning process, so researchers are motivated to conduct research entitled "Development of LKPD with an Insight into the Character of Tolerance in Citizenship Education Subjects in Class IV of SD Negeri 101783 Saentis".

Research Methodology

This research design uses Research and Development (R&D) research. This type of research uses Research and Development (R&D) to produce certain products and the products to be developed are in the form of LKPD with an understanding of the character of tolerance in citizenship education subjects whose validity will be tested. This research used a 3D model. The 3D development model consists of define, design, and develop. This research was only carried out until the development stage because the researcher did not aim to find out the effectiveness of the product that had been developed. These steps are described as follows.
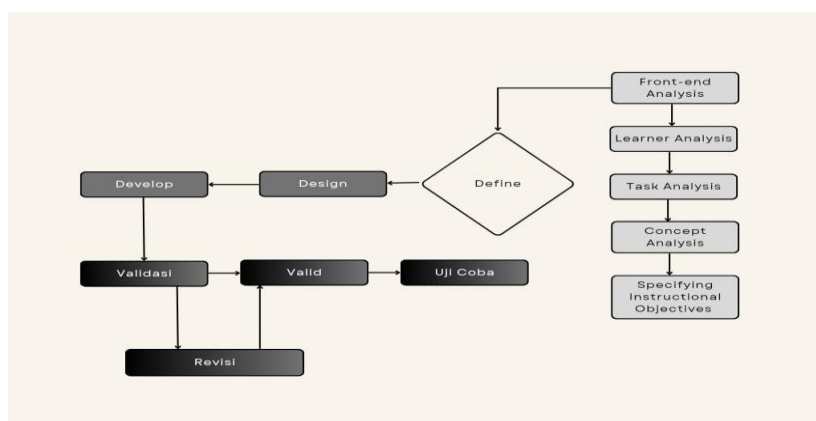
Picture 1. 3D Development Steps

The data collection instrument in this development is in the form of an assessment instrument to assess the product that has been developed. The main instruments used to collect data in this development are the Validation Questionnaire Sheet and the Practical Questionnaire Sheet. The instrument used in this research is a validation questionnaire sheet which includes: (1) questionnaire sheet for material experts, (2) questionnaire sheet for media experts, (3) questionnaire sheet for language experts. Practical Questionnaire Sheet which includes: 1) Teacher Observation Sheet and 2) Student Observation Sheet, the first of which is used to obtain data about the quality of learning materials.The type of research used in this research is R&D (Research and Development) and the development model in this research uses 3D, consisting of define, design and develop. This research was only carried out until the development stage because the researcher did not aim to find out the effectiveness of the product that had been developed.Research is used to produce certain products, and test the effectiveness of the product, as well as validate the product, where the product that has been created will then be tested for validity and tested so that it can be seen whether the product is suitable for use or whether improvements are needed so that the product is suitable for use. Data analysis techniques in development are qualitative and quantitative, qualitative data is seen through suggestions, responses and criticism from supervisors, expert lecturers as well as teachers and students. Meanwhile, quantitative data is in the form of numbers obtained from expert validation scores and practicality scores by teachers

and students, which are used as a measure of the effectiveness of the products that have been produced. The formulas used in data analysis in this development are as follows:

$$P = \frac{f}{N} x100$$

Information :
P = Percentage of validity
F= Total score obtained
N = Maximum score
(Source: Wakhyudin and Permatasari, 2017)

Furthermore, to make calculations easier, it can be seen below in the validity qualification table, as follows:

Table 1. LKPD Qualification Criteria

No	Percentage	Interpretation
1	81.00% - 100.00%	Very valid, can be used without revision
2	61.00% - 80.00%	Valid, usable with minor revisions
3	41.00% - 60.00%	Less valid, can be used with many revisions
4	21.00% - 40.00%	Invalid, not yet usable, still requires revision
5	00.00% - 20.00%	Completely invalid, should not be used

(Source: Wakhyudin and Permatasari, 2017)

If the product percentage reaches 81.00%-100.00% then the product produced is valid and there is no need for revision.

Results and Discussion

This research uses 3D research methods. As for tconsists of define, design, and develop. This research was only carried out until the development stage because the researcher did not aim to find out the effectiveness of the product that had been developed. The general learning objectives that will be achieved after students use the LKPD with an insight into the character of tolerance are that students are able to know the meaning of tolerance and how to maintain the unity and unity of the Indonesian nation so that it remains intact. Especially for students in class 4 B of SD Negeri 101783 Saentis.

1. *Analysis*(Analysis)

   LKPD development begins with the analysis stage. This stage is intended to analyze problems in learning that occur at school and analyze the need for developing LKPD media so that LKPD can be produced that suit the school's needs and problems.

2. *Design*(Design)

   After carrying out the analysis, design is the stage for creating an initial design of the LKPD that will be developed. At this stage, the form of the LKPD that will be developed will be determined which will later be realized using the Canva application. This application is used in the design of LKPD development because it is easy to use and can be adjusted to your wishes so it really supports producing LKPD media that attracts students' interest in learning. The stages in designing an LKPD using Canva are as follows:
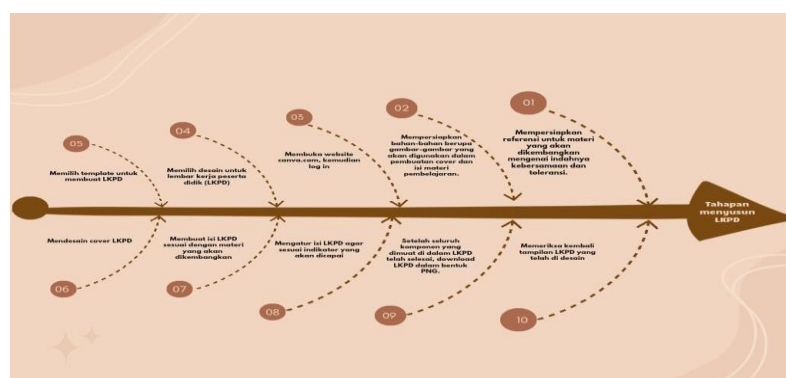
Picture 2. Stages in designing LKPD using Canva

3. *Development*(Development)
a) Expert Validation
   After the LKPD has been developed, the next step is to validate it with experts to assess the appropriateness of the media, material and language used in the LKPD. LKPD which are deemed to still have deficiencies are revised so that in the end LKPD will be produced that meets standards and is suitable for use in learning.
b) Design Expert Validation
   Validation of the LKPD in terms of design was carried out by 1 (one) lecturer at the Muhammadiyah University of North Sumatra. In this validation, the aspects assessed include the physical LKPD and the appearance of the LKPD. The design validation results can be seen in table 2.

Table 2. Design Expert Validation

Aspect	Indicator	Total score	Percentage	Category
Physical LKPD	LKPD size	8	80%	Valid
LKPD display	LKPD cover design	24	93.8%	Very valid
	Design the contents of the LKPD	37		
Average Percentage			86.9%	Very valid

The design expert validation results in table 4.1 show that the results in the form of an assessment in terms of the physical aspect of the LKPD are valid with a percentage of 80% and the appearance of the LKPD which includes the cover design and this design obtained a percentage of 93.8% with a very valid category. The overall average percentage of design expert validation is 86.9% with a very valid category.

1. Linguist Validation
   Validation of the LKPD in terms of design was carried out by 1 (one) lecturer at the Muhammadiyah University of North Sumatra. In this validation, the aspects assessed include language rules and language accuracy. The language validation results can be seen in table 3.

Table 3. Linguist Validation

Aspect	Indicator	Total score	Percentage	Category
Language rules	Language Clarity	9	93.3%	Very valid
	Easy to understand language	5		
Language accuracy	Accuracy of word choice	10	100%	Very valid
	Font selection	5		
	Accurate spacing and text lines	10		
Average Percentage			96.65%	Very valid

The results of the validation by language experts in table 2 show that the results of assessing language rules which include clarity of language and ease of understanding language are very valid with a percentage of 93.3% and language accuracy which includes accuracy in word selection, font and text spacing obtained a percentage of 100% in the very category. valid. The overall average percentage is 96.65% with a very valid category.

2. Material Expert Validation
   Validation of the LKPD in terms of design was carried out by 1 (one) lecturer at the Muhammadiyah University of North Sumatra. In this validation, the aspects assessed include the suitability of the material, the accuracy of coaching and exemplary practice, as well as the technique of presenting the material. The language validation results can be seen in table 4.

**Table 4. Material Expert Validation**

Aspect	Indicator	Total score	Percentage	Category
Material suitability	Compatibility of material with KD	12	80%	Valid
Accuracy of coaching and example	Accuracy of material and questions	25	100%	Very valid
Material presentation techniques	Encourage curiosity	18	90%	Very valid
Average Percentage			90%	Very valid

The results of the language expert validation in table 4.3 show that the results of the material suitability assessment obtained a percentage of 80% in the valid category, the accuracy of coaching and exemplary obtained a percentage of 100% in the very valid category, and the material presentation technique obtained a percentage of 90% in the very valid category. LKPD that has been declared appropriate by expert validators is implemented in learning in class IV B of State Elementary Schools101783 consisting of 25 students. After students use the LKPD, students and teachers are given a response questionnaire to assess the LKPD that has been developed. The teacher response questionnaire contains 15 question items which are divided into 3 assessment aspects, namely aspects of appearance, presentation of material and benefits. The results of the teacher response questionnaire can be seen in table 5.

Table 5. Teacher Response Questionnaire Results

No	Aspect	Average Percentage	Information
1	Appearance	90%	Very Practical
2	Presentation	97.7%	Very Practical
3	Benefit	100%	Very Practical
	Overall Average	95.9%	Very Practical

Based on the recapitulation of the results of the teacher response questionnaire in table 4, it was found that the results of the practicality assessment in the form of the appearance aspect obtained a score percentage of 90% in the very practical category, the presentation aspect obtained a score of 97.7% in the very practical category, the benefits aspect obtained a score of 100% in the very practical category. . So overall the average percentage was 95.9% in the very practical category.
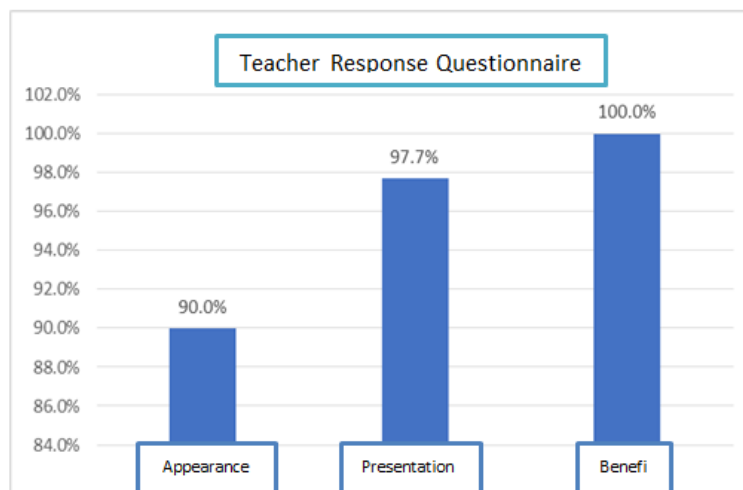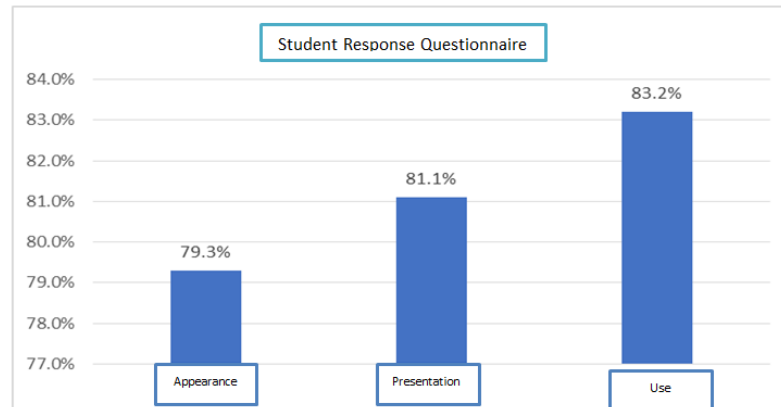

Picture 3. Teacher response questionnaire results

Table 6. Results of Student Response Questionnaire

No	Aspect	Average Percentage	Information
1	Appearance	79.3%	Practical
2	Presentation	81.1%	Very Practical
3	Use	83.2%	Very Practical
	Overall Average	81.2%	Very Practical

Based on the recapitulation of student response questionnaire results in table 4.5. The results of the practicality assessment in the form of display indicators obtained a score percentage of 79.3% in the practical category, presentation indicators obtained a score of 81.1% in the very practical category, usage indicators obtained a score of 83.2% in the very practical category. So overall the average percentage was 81.2% in the very practical category.

Picture 4. Results of Student Response Questionnaire

The validation of LKPD media is in the form of validation by design experts, language experts and material experts. The results show that the validation percentage for design experts was 86.9% in the very valid category, the validation percentage for language experts was 96.65% in the very valid category and the validation percentage for material experts was 90% in the very valid category. Each validator provides input for improvements to the LKPD being developed so that improvements to the LKPD are carried out following input from the validator after obtaining a very valid category in design, language and material.
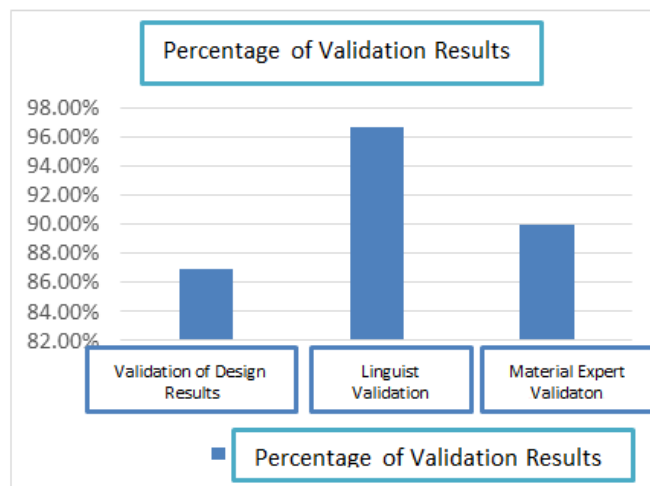
Picture 5. Percentage of Validation Results

Based on Figure 5, it can be seen that the highest percentage of validation results is in language (96.65%), followed by the percentage of material (90%) and the percentage of design (86.9%). After the LKPD is declared valid and revised according to input from experts, the LKPD is used in classroom learning. Then teachers and students were asked to assess the practicality of the LKPD. The results of the teacher response questionnaire showed that the LKPD developed was very practical with a percentage of 95.9% and student responses obtained a percentage of 81.2% in the very practical category. So based on the practicality data obtained, the data obtained in the form of LKPD media that was developed was very practical for use in learning. The results obtained from developing the LKPD are that the LKPD is very good because the LKPD developed is very valid in terms of design, language and material and has received a very practical assessment in its use.

Conclusion

LKPD development is carried out using 3D research methods. As for tconsists of define, design, and develop. This research was only carried out until the development stage because the researcher did not aim to find out the effectiveness of the product that had been developed. At the analysis stage, an analysis of problems in learning at school was carried out so that in the end it was found that there was a need to develop LKPD on the material of togetherness and tolerance. At the design stage, the LKPD that will be developed is designed and the related materials and materials are collected. After the design and materials are complete, the LKPD design is realized. LKPD that has been validated until it is declared suitable for use by expert validators, this is done at the development stage. LKPD that is suitable for implementation in schools to assess the practicality of its use to produce LKPD that

is feasible and practical for use in schools. Validation of LKPD insight into the character of tolerance in citizenship education subjectsin the form of validation from design experts, language experts and material experts. The results show that the validation percentage for design experts was 86.9% in the very valid category, the validation percentage for language experts was 96.65% in the very valid category and the validation percentage for material experts was 90% in the very valid category. The practicality of LKPD with an insight into the character of tolerance in citizenship education subjects in class IV of SD Negeri 101783 Seantis obtained a percentage of 95.9% in the very practical category in the teacher practical questionnaire and a percentage of 81.2% in the very practical category in the student practical questionnaire.

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