Efforts to Improve Student Learning Outcomes Using Curriculum Based LKPD Independence in Language Learning Indonesia is in the High Class VI Mutiara Street Science Primary School Kuala Langkat

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ABSTRACT
This research aims to improve student learning outcomes by using independent curriculum-based LKPD in Indonesian language learning in the sixth grade of SD IT Mutiara Ilmu Jalan Kuala Langkat. The approach used is a quantitative approach by distributing LKPD to class VI students at SD IT Pearl Ilmu. This research was carried out in two stages of meetings, at each meeting the data collection system involved distributing LKDP to explore memories of the Indonesian language lessons that had been studied. Each meeting uses research procedures, which consist of planning, implementation, observation and reflection stages. The subjects of this research were class VI students at SD IT Pearl Ilmu, which had a total of 30 students. The instruments used in this research are field note tests, subjectivity, observation and documentation. The data used is descriptive analysis and looks at student learning outcomes using LKPD in class VI SD IT Pearl of Kuala Langkat road science. At the first meeting the completeness score was 100% or 30 students attended, out of 30 students 21 students or 70% got good indicators and at the meeting secondly, there was a classic significant increase, there were 22 students or a percentage of 73.33% who got very good indicators. So it can be concluded that using independent curriculum-based student worksheets (LKPD) in Indonesian language learning can improve student learning outcomes in class VI Sd IT Mutiara Ilmu Jalan Kuala Langkat.

Keywords : Improving Learning Outcomes, LKPD, Independent Curriculum, Indonesian Language

Introduction

Education is a process that involves a series of interactions, experiences and learning aimed at developing human potential in intellectual, social, emotional and physical aspects. This involves the transfer of knowledge, skills, values, as well as the development of critical and creative thinking abilities to prepare individuals to face life, work, and contribute to society. There are several laws that regulate education, one of which is Law Number 20 of 2003 concerning the National Education System in Indonesia: (1) Educational Rights and Obligations: Every citizen has the right to receive adequate and quality education, and is obliged to receive mandatory basic education (2) Education Level: Determine the level of education starting from early childhood education, primary education, secondary education, to higher education (3) Curriculum: Regulates curriculum development which includes the substance of learning materials, methods and assessments (4) Educating Personnel: States that teaching personnel must have adequate qualifications, and regulates certification for teachers (5) Education Management: Establishing various principles in education management, both in terms of school management, infrastructure, and education

funding (6) Special Education: Establishing inclusive education for children with special needs and various efforts to ensure their access to education (7) Religious Education: Regulates religious education that is recognized, respected and accessible to followers of the religion concerned (8) Monitoring and Evaluation: Establish a monitoring and evaluation system for the implementation of education on a regular basis to ensure the quality and quality of education. This law covers various important aspects of the Indonesian education system, ensuring equitable and quality access, quality and management of education for all citizens. According to Endang Surani (2018: 1) To realize national education goals, educational standards are needed, one of which is process standards. According to Minister of Education and Culture Regulation Number 65 of 2013, the learning process in national education units is carried out in an interactive, fun, inspiring, challenging manner, motivates students to participate actively, and provides sufficient space for initiative, creativity and independence in accordance with their talents, interests. and physical and psychological development of students. The learning process that can build student competency is one of the learning processes in physics. Learning outcomes have two meanings, namely results and learning. In the Big Indonesian Dictionary, results mean what we get from a process. Meanwhile, learning is a process that goes from not being able to becoming able, which is usually experienced by a person and has relatively permanent changes in behavior.

According to Mardiana (2018: 2) Learning outcomes are the maximum benchmark that students have achieved after studying for a predetermined time. Apart from that, learning outcomes can also be used as a tool to determine students' abilities and qualities after carrying out the learning process. Student success in learning can be seen from the learning outcomes of the student concerned. Teachers need to conduct learning outcomes evaluations to determine student learning outcomes. Through this evaluation, student learning outcomes can be seen during the learning process. High learning outcomes will be very beneficial. Apart from learning outcomes, learning activities can be carried out well if there are learning facilities and infrastructure that are used according to what is intended to be aimed at, one of the learning tools is LKPD or what is usually called Student Worksheets. LKPD is a learning tool that uses worksheets to determine the extent of students' knowledge. Apart from that, LKPD also has several advantages and disadvantages according to Rasmin Djailani (2020)**.** Strengths and Weaknesses of LKPD

1. Advantages of LKPD
   a. Teachers can use student worksheets as independent learning media for students.
   b. Increase student activity in participating in teaching and learning activities.
   c. Practical and prices tend to be affordable, not too expensive
   d. The material in student worksheets is more concise and covers the entire material
   e. Make students interact with fellow students.
   f. Learning activities become varied with student worksheets.
   g. Student worksheets as a substitute for other media. When audio-visual media, for example, experiences problems with Isitrik, learning activities can be replaced with student worksheet media (LKPD).
   h. Student worksheets do not use electricity so they can be used in rural and urban areas.
2. Disadvantages of LKPD
   a. The questions on students' worksheets tend to be monotonous, the next section or chapter after that can appear
   b. There is concern because the teacher only relies on the student's worksheet and uses it for personal gain, for example students are told to do the student's worksheet then the teacher leaves it and returns to discuss the student's worksheet
   c. Student worksheets issued by publishers tend to not match the concepts to be taught with the student worksheets
   d. Student worksheets only train students to answer questions, they are not effective without a correct understanding of the concept of the material.

According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014 article 1 concerning Extracurricular activities are curricular activities carried out by students outside of intracurricular study hours and co-curricular activities under the guidance and supervision of the education unit. According to BSNP or the National Education Standards Agency in its research, Triska Devi Sartono Putri (2023: 6), the meaning of the Independent Learning Curriculum is a learning curriculum that refers to an interest and talent approach. Here, students can choose whatever subjects they want to study according to their talents and interests. Freedom to learn as an idea of the Ministry of Education and Culture is an effort to increase educational progress. Independent learning for students with special needs further develops their potential and competence. According to Muhammad Reza (2022 : 3)The curriculum can be interpreted as a component in educational planning which is prepared in accordance with the learning process which is led directly by the school which is shaded by the educational institution. One figure believes that the curriculum is a learning process planned by a school in terms of learning. It can be concluded that the curriculum can be called a structured educational plan under the auspices of schools and educational institutions, which is not focused on the teaching and learning process, but rather on shaping

personality and improving the standard of living of students in the community. According to Alfi Samsudduha (2023 :2) The independent curriculum is a curriculum that is currently being widely introduced by the Ministry of Education and Culture to every educational unit in Indonesia. This curriculum is not forced to be implemented simultaneously by all schools considering that school readiness certainly varies. However, it is hoped that gradually the Independent Curriculum can be implemented evenly in each educational unit starting from the basic level such as elementary and middle school, then the high school/vocational school level and up to the tertiary level. The implementation of the Independent Curriculum has been regulated in the Decree of the Minister of Education and Culture, Research and Technology Number 162/M/2021 concerning Driving Schools.

From the paragraph above, the researcher concludes that the independent curriculum is a new curriculum that applies freedom to students to follow lessons. This independent curriculum is also very important to apply to Indonesian language lessons to attract students' interest in learning Indonesian language lessons and increase students' knowledge of Indonesian. It is also an important lesson because many people know Indonesian but don't know how to learn Indonesian properly and correctly. According to Eko Nurdiyanti (2010: 4)Indonesian language skills, including literacy skills, need to be emphasized in competence, material selection and distribution in elementary and middle schools. Elementary school is the basis for literacy learning because elementary school is the beginning of a child learning to read and write. Elementary school aims to provide basic reading-writing-numeracy skills, basic knowledge and skills that are useful for students according to their level of development and prepare them for further education. According to I Nyoman Suwija (2022: 1) said that learning Indonesian and regional languages does not actually only use Indonesian or regional languages as a transmitter of learning material. Students can be directed to be able to learn meaning in the context of other sciences by choosing and using the right words to express the various contents of social discourse in a text so that language will act as a catalyst and integration of other knowledge. According to M. Mugni Assapari (2014: 32) The existence of the Indonesian language. In the current era of globalization, the identity of the Indonesian language needs to be fostered and socialized by every Indonesian citizen. This is necessary so that the Indonesian people are not carried away by foreign cultural influences that are not in accordance with the language and culture of the Indonesian people. The influence of such sophisticated communication tools must be faced by maintaining the identity of the Indonesian nation, including the identity of the Indonesian language. This is all about national language discipline, a disciplined Indonesian language user is an Indonesian language user who obeys all the rules or regulations for appropriate use of the Indonesian language. with the situation and conditions. Discipline in speaking Indonesian will help the Indonesian people to defend themselves from negative foreign influences on their own personality.

Research Methodology

This research uses a type of quantitative research, this approach describes quantitative data obtained from the condition of the subject and the phenomena of a population. This research was created to find out how the use of LKPD or independent curriculum-based student worksheets in Indonesian language learning in class VI has maximum effectiveness. The type of research used is descriptive classroom action research. research focus on class VI, especially on Indonesian. The location of this research was carried out at SD IT Mutiara Ilmu Jalan Kuala Langkat. This research was used in Indonesian language subjects in class VI to see improvements in student learning outcomes using independent curriculum-based student worksheets. This research consisted of planning, action, observation. This research framework was carried out to find out how to improve student learning outcomes by using independent curriculum-based LKPD in Indonesian language learning in high class VI class SD IT Mutiara Ilmu Jalan Kuala Langkat. The number of students in SD IT Mutiara Ilmu class VI is 30 people. This research consists of the following: (1) planning (2) implementation (3) observation (4) reflection. The research instruments used by researchers are as follows: (1) test (2) observation sheet (3) documentation. Data collection techniques are one of the important techniques for obtaining the desired data for carrying out the research process. In collecting this data, some valid data will be obtained if the data collection process is prepared carefully. To get the desired data there are several data collection methods, namely:

1. Observation

    This is a data collection technique by observing the performance results of what you want to research. In this method the researcher is not directly involved with the various objects being observed but has a place as an independent observer. So that there is no bias in carrying out this observation method. In this research, observations were made of environmental conditions at SD IT Mutiara Ilmu grade VI Jalan Kuala Langkat to improve student learning outcomes by using independent curriculum-based LKPD in Indonesian language learning in grade VI. According to Sri Nurmayanti (2021:40) Observation as a data collection technique has specific characteristics when compared to other techniques, namely interviews and questionnaires. If interviews and questionnaires always communicate with people, then observation is not limited to people, but also other natural objects. Observation or direct observation is a data collection activity by conducting direct research on the environmental conditions of research objects that support research activities, so that a clear

picture of the condition of the research object is obtained. Meanwhile, according to Hiyatul Jannah (2021:28) Observation is a way and method of collecting data by systematically observing and recording symptoms or phenomena that exist in the research object. Observation can be divided into direct observation and indirect observation. Direct observation is observation of the scene or direction of the incident so that the observer is with the object being studied. Meanwhile, indirect observation is an observation that is not carried out when the event to be investigated or the object of research occurs.

2. Test

A test is a tool that contains a number of questions that must be answered or commands that must be carried out by students to get an idea of the use of independent curriculum-based LKPD in learning Indonesian in the sixth grade of SD IT Mutiara Ilmu Jalan Kuala Langkat. The function of this test aims to determine the skills, attitudes, intelligence, literacy and abilities possessed by students. This test was carried out to find information about students' understanding of learning outcomes using independent curriculum-based student worksheets in Indonesian language learning in the sixth grade of SD IT Mutiara Ilmu Jalan Kuala Langkat using an experimental approach. This test was carried out at the beginning of the study and also at the end of each action after being given a series of actions.

3. Documentation

According to Annisaq Ulfa Siregar (2018: 83) Documentation is a secondary data collection method by studying the documents needed to support the validity of the data. The documentation method is in the form of searching for data related to things or variables in the form of books, notes, journals, newspapers, papers, magazines, minutes, agendas and so on (Suharsimi, 2006:231). Then the data obtained from these references is used as research data. From the theory above, the researcher concludes that documentation is a report that is kept as evidence that an activity or business has been carried out by an agency with the aim of preventing misunderstandings when someone asks about the implementation of an activity for student learning outcomes using an independent curriculum-based worksheet in Indonesian language learning in high class VI grade at SD IT Mutiara Ilmu Jalan Kuala Langkat. Assessment criteria for observing student learning outcomes using independent curriculum-based LKPD in Indonesian language learning in the sixth grade of SD IT Mutiara Ilmu Jalan Kuala Langkat.

Table I. Observation of student learning processes

No	Indicator	Information	Success Category
1	Very good	If students fill out the LKPD in language lessons very well	80- 100 %
2	Good	If students fill out the LKPD in language lessons well	60-79 %
3	Enough	If students fill out the LKPD in language lessons quite well	40-59 %
4	Not enough	If students fill out the LKPD in language lessons poorly	20-39 %

The criteria are used to see the ability of students' learning outcomesLKPD based on the independent curriculum as stated by Mc. Taggart (Faisal, 2007: 30) as follows.

Table II Assessment Criteria

No	Value Range (%)	Category
1	81-100 %	Very good
2	61-80 %	Good
3	41-60 %	Enough
4	21-40 %	Not enough
5	0-20 %	Very less

Results and Discussion

From meeting 1results of student learning observations using independent curriculum-based LKPD in Indonesian language learning in high class VI SD IT Mutiara Ilmu Jalan Kuala Langkat.

Table III. Observation of Student Learning Activities Meeting 1

No	Indicator	Meeting 1
1	Very good	4
2	Good	21
3	Enough	3
4	Not enough	2
5	Very less	0
6	**Score achieved**	**117**
7	**Maximum score**	**150**
8	**Percentage**	**70%**
9	**Category**	**Good**

Based on the table above, observations of student learning activities using independent curriculum-based LKPD in Indonesian language learning in the sixth grade of SD IT Mutiara Ilmu Jalan Kuala Langkat. at the first meeting, the percentage score was 70% in the good category. Observation results of students showed that they were serious about learning and students were directly involved in learning using LKPD. The first meeting showed that student learning results using LKPD were complete with a percentage of 100% with a student frequency of 30 students.

Table IV. Provisions for Student Learning Outcomes Meeting 1

No	Mark	Frequency	Percentage	Category
1	60-100%	30 students	100%	COMPLETE
2	0-59 %	0 students	0%	NOT COMPLETE
	AMOUNT	**30 students**	**100%**	

Based on the table above, the completeness of student learning achievement using LKPD sheets in Indonesian language lessons at the first meeting was said to be successful because the percentage of student learning that was completed was 100% in the very good category and reached the specified indicator of 80%. The criteria for achieving the successful indicator were considered complete. From meeting 2, the results of student learning observations using independent curriculum-based LKPD in Indonesian language learning in high class VI SD IT Mutiara Ilmu Jalan Kuala Langkat.

Table V. Observation of Student Learning Activities Meeting 2

No	Indicator	Meeting 2
1	Very good	22
2	Good	5
3	Enough	3
4	Not enough	0
5	Very less	0
6	**Score achieved**	**139**
7	**Maximum score**	**150**
8	**Percentage**	**73.33%**
9	**Category**	**Very good**

Based on the table above, observations of student learning activities using independent curriculum-based LKPD in Indonesian language learning in the sixth grade of SD IT Mutiara Ilmu Jalan Kuala Langkat. at the second meeting achieved a percentage score of 73.33% in the very good category. The results of observations of students show that they are serious about learning and students are directly involved in learning using LKPD. The second meeting showed that student learning results using LKPD were complete with a percentage of 100% with a student frequency of 30 students.

Table VI. Provisions for Student Learning Outcomes Meeting 2

No	Mark	Frequency	Percentage	Category
1	60-100%	30 students	100%	COMPLETE
2	0-59 %	0 students	0%	NOT COMPLETE
	AMOUNT	**30 students**	**100%**	

Based on the analysis and reflection at the second meeting above, it can be concluded that learning Indonesian using student worksheets (LKPD) has been categorized as successful. In this way, the learning objectives set have been achieved and proven to have improved student learning outcomes and developed student activity, because it requires students to have good abilities in answering worksheets. From the results of the test at the second meeting, it showed that students achieved an increase in student learning achievement in Indonesian language subjects using LKPD, so at this second meeting the researcher will stop the research because it has been carried out optimally.

This research was carried out at two meetings at each meeting distributing worksheets containing Indonesian language questions to determine students' improvement and understanding of Indonesian language subjects in class VI SD IT Mutiara Ilmu Jalan Kuala Langkat. At the first meeting, there were many categories of students who were indicated to be good at answering student worksheets (LKPD) with Indonesian language questions. from the category of students with good indicators. This proves that students have understood how learning is carried out using student worksheets in Indonesian language lessons, which in the end has good learning results with a score percentage of 70%. At the second meeting, success was indicated as very good compared to the first meeting with 22 students having very good indicators and a percentage of 73.33%. The increase in student learning outcomes was obtained because of using student worksheets (LKPD) so that it required students to remember the Indonesian language lessons they had learned which were initially low at the first meeting but could increase at the second meeting for class VI students at SD IT Mutiara Ilmu Jalan Kuala Langkat.

Conclusion

Based on the results of the research that has been carried out by the researcher, it can be concluded that the results of the researcher's analysis and discussion with the title "efforts to improve student learning outcomes by using independent curriculum-based LKPD in Indonesian language learning in the sixth grade of SD IT Mutiara Ilmu Jalan Kuala Langkat." There has been an increase in the student learning process through the learning outcomes of class VI students at SD IT Mutiara Ilmu located on Jalan Kuala Langkat. after learning is carried out using student worksheets (LKPD). This can be seen from the average score of student learning outcomes at the first meeting and the second meeting where at the first meeting there were 21 students out of 30 students with good indicators with a percentage of 70%.

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