DEVELOPMENT OF LEARNING DEVICES BASED ON 5.0 USING THE WORD PRESS WEBSITE

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Abstract

The problem that occurs in this study is where the UN scores obtained by SMA Se Padang City are still low and there are still many scores obtained by students below the KKM, for more details, we can see the UN scores. West Sumatra High School Economics Exam. This study aims to develop a WordPress website-based learning tool as an online learning resource that can be used in the learning process. This research is a research and development research developed through a WordPress-based LKS learning tool using an R&D model. The population in this study were senior high school students in West Sumatra. This LKS learning device development technique uses needs analysis, product design, development with a validation questionnaire by a team of experts, namely 2 material experts, 2 media experts, and 2 interpreters. Then the implementation, to get practicality responses, used a practicality questionnaire for 2 economics teachers and 25 students, with a practical value of 99% for teachers and the remaining 99% in the very practical category. From the results of the study, it is known that the LKS learning tool is very feasible and very useful to use.

Jel Classification:

A2; I21; L82

Keyword; Learning Devices LKS, WordPress

INTRODUCTION

This era of globalization has opened public awareness about the development of the world of education. With this, some hopes and concerns arise in the progress of education. However, this can be overcome by seeking continuous improvement and improvement of the quality of education. To progress, a country must make changes in various fields. Especially now, when Indonesia is facing the era of the industrial revolution from 4.0 to 5.0, where competition is getting tougher. One of these changes can be formed by improving human resources. A series of things need to be prepared, for example by changing the learning method in the current world of education, wherewith the use of technology and communication the learning mindset can shift from teacher-centered to student-centered. Facing the industrial revolution 5.0, a teacher must be able to adapt to technological advances. To produce the best graduates and who have high competitiveness later in the college they are aiming for, it requires teachers who have strong core competencies, have soft skills, critical thinking, are creative, communicative, and can collaborate well with students.

Seeing the picture above, one of the parties responsible for the success of education is the teacher. Because the teacher is very influential on the success of students in the learning process. For this reason, a professional teacher is needed so that the learning process can run optimally. One indicator of a teacher's success in the learning process is to have learning tools that suit the needs of students. But judging from the facts that occur in the field there are still many teachers who do not have learning tools during the learning process. Various reasons cause teachers not to have learning tools such as their busy teaching, the absence of training provided by the school on the manufacture of learning tools, and the minimum working period so that they do not have experience in making learning tools. This research is in line with previous research conducted by (Muku et al., 2019) regarding the development of character education-based student worksheets in basic side-by-side construction material, the results of the study show that character education-based student worksheets meet the level of validity and practicality. Then the uniqueness of this research is the development of a WordPress-based learning rating so that it can overcome the learning process.

According to (Ardy, 2014) that in the learning process, maximum preparation is needed such as learning tools, even though teachers already have a lot of busyness. This happened to high school economics teachers in West Sumatra, where seen from the UN scores obtained by SMA Sekota Padang schools were still low and there were still many scores obtained by students below the KKM, for more details we can see the value of the National Economics Examination for SMA Sumatra West.

Based on the data, it is known that the UN scores obtained by students are still far below the predetermined KKM, judging from the accreditation obtained by the school, the average A is not comparable to the UN scores obtained by students. The low value of the National Examination in West Sumatra is thought to be influenced by the number of teachers who are less creative in making learning tools and less active in the use of 5.0-based learning media so that students are less interested in the learning process. This is because students today are more interested in learning using online-based learning, so teachers must provide learning tools that can activate their learning motivation. One of the learning media that can accommodate the learning process is to use the WordPress website media. According to (Dewangga, 2014) WordPress is a blog-based website for the delivery of information about learning tools based on online systems. Making it easier for students to get learning tools that are already available on the WordPress website, wherever they are they can get free access to learning tools such as lesson plans, worksheets, ebooks, syllabus journals, assignments, and so on. Furthermore, this study aims to develop learning tools based on the WordPress website as an online learning resource that can be used in the learning process.

According to (Tindangen et al., 2020; Gilarso, 2018) Economics, economics is defined as economics that studies the principles of production, distribution, and use of goods and wealth, such as finance, industry, and trade; science that studies human efforts to meet their needs. Then, According to (Meri, 2020; Hayati & Murdy, 2017) Economic subjects are lessons/knowledge that must be taught about individual and group activities needed to overcome economic problems. To help teachers in the learning process, teachers need a medium to convey the material to their students. According to (Putri, 2018; Lisiswanti et al., 2015; Andrijati, 2014; Falahudin, 2014) learning media is a communication medium needed by teachers to convey information to their students.

The learning process in era 5.0 requires applicative media that can foster student activity in learning. One of the media that can activate the learning process is WordPress. According to (Soepomo, 2014; Wiryandito et al., 2014) WordPress is an open application in the form of a web that has an attractive domain and hosting. In this Word Press website, teachers can provide online-based learning tools that can be accessed freely by students wherever they are. The learning tools provided by the teacher are lesson plans, syllabus, assignments, worksheets, economics books, and so on. According to (Rajabi et al., 2015; Hariani, 2015; Masitah, 2018) Learning tools are all tools and materials used by teachers to support the smoothness and implementation of learning. These learning tools can be in the form of SAP, syllabus, lesson plans, teaching materials, and assessments. According to (Hapsari et al., 2016; Abdurrohman et al., 2016; Qomario, 2019) Student Activity Sheets (LKS) are printed teaching materials in the form of sheets containing assignments that contain instructions, steps to complete assignments. Worksheets can be in the form of a guide for the exercise of developing cognitive aspects or a guide for developing all aspects of learning in the form of an experimental and demonstration guide.

METHODS

This research method uses the Development Model. The development model is a set of sequential procedures to carry out the design and development which is realized in the form of teaching and learning strategy learning activity process. The development model used in this study is the R & D (research and development) method developed by (Meri, 2020) in this study, this model was modified by adding WordPress media which is different from previous research which only developed learning tools. The population in this study were all teachers and students of SMA in West Sumatra. The samples in this study were teachers and students of SMA 1 South Siberut, SMA N 1 Koto Salak Darmasraya, SMA N 1 Gunung Talang, Solok Regency and SMA N 1 2 X 11 Kayu Tanam. The analytical tools used in this research are validity and practicality.

RESULT AND DISCUSSION

This research was carried out in 5 stages, namely analyze, design, develop, implement and evaluate, with a period of two years. Practical results based on the WordPress website on the LKS are carried out by teachers and students. At this stage the researchers carried out a practicality test after the validity test of the learning device was carried out, for more details, it can be seen as follows:

Teacher's Response. Product development has been validated by media experts, the next step is to implement it by looking at the responses of the teachers of SMA N 1 Sumatera Barat. The results of the distributed questionnaires can be seen in table 4.4 below

Tabel 1. Teacher's Response to SMA N 1 West Sumatra

No	Aspect	Response		Total	Validation Value	Category
		1	2			
1	Presentation	15	16	31	97%	Very Practical
2	Use	44	43	87	99%	Very Practical
3	Legibility	8	8	16	100%	Very Practical
4	Time	4	4	8	100%	Very Practical
Total				142	396%	
Average				35	99%	Very Practical

Source: Processed Primary Data 2021

Based on the table data above, it can be seen the value of the respondents conducted by economics teachers at SMA N Sumatera Barat, then the average value is 99% with a very practical category.

Student Response. In the application of development, an assessment of the student's response was carried out by involving 25 students of class XI SEMESTER 1 SMA West Sumatra. The results of the responses with the questionnaires distributed can be seen in the table below:

Tabel 2. Student Response

No	Respondent	Total score	Maximum Score	Percentage (%)	Category
1	R1	56	56	100%	Very Practical
2	R2	56	56	100%	Very Practical
3	R3	56	56	100%	Very Practical
4	R4	56	56	100%	Very Practical
5	R5	56	56	100%	Very Practical
6	R6	56	56	100%	Very Practical
7	R7	56	56	100%	Very Practical
8	R8	56	56	100%	Very Practical
9	R9	56	56	100%	Very Practical
10	R10	56	56	100%	Very Practical
11	R11	55	56	98%	Very Practical
12	R12	56	56	100%	Very Practical
13	R13	54	56	96%	Very Practical
14	R14	56	56	100%	Very Practical
15	R15	56	56	100%	Very Practical
16	R16	56	56	100%	Very Practical
17	R17	56	56	100%	Very Practical
18	R18	56	56	100%	Very Practical
19	R19	56	56	100%	Very Practical
20	R20	55	56	100%	Very Practical
21	R21	56	56	100%	Very Practical
22	R22	56	56	100%	Very Practical
23	R23	55	56	100%	Very Practical
24	R24	54	56	96%	Very Practical
25	R25	56	56	100%	Very Practical
Total				2.486%	Very Practical
Avarage				99%	

Source: Processed Primary Data 2021

Based on the results of the data above which was carried out by students to determine the response in the application of learning tools, it was obtained an average value of 99% with a very practical category.

Implementation of WordPress Implementation. In this study, researchers have implemented learning tools in the form of worksheets that researchers have created and have developed on the WordPress website which can be seen in the image below:

Figure 1. Home SMA Negeri 1 Siberut Selatan

Based on the picture above, the LKS learning tool has been implemented into a WordPress website that can be accessed by teachers and students online. In the second stage of developing the LKS learning tool, it is to carry out product practicality by assessing responses to teachers and students. According to (Arikunto, 2019) practicality in educational evaluation is the facilities available in evaluating instruments both in preparing, using, interpreting/obtaining results, as well as ease in preparing them. From the above understanding, the researcher assesses the response of the product, which is carried out on teachers with a percentage of 99% and students with a percentage of 99%. The results of the response assessment carried out can be concluded that the LKS learning tool is very practical. The results of this study are also in line with research conducted by (Stevani, 2018; Meri, 2020). That contextual-based learning tools are made very practical and can be utilized by teachers and students to the maximum. One of the factors causing the learning tools that the researchers made is practical because they have been implemented on the WordPress website so that teachers and students can use worksheets efficiently anytime and anywhere.

CONCLUSION

From the results of the research above, it can be found that the LKS learning tools that the researchers made are categorized as very practical, judging from the results of practicality and the results of implementation on the WordPress website which are different from previous studies. who only see the practicality of learning devices. This is different from the findings of previous research according to (Stevani, 2018) which found the development of learning devices was influenced by the Contextual Teaching and Learning Approach method.

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