The Effect of Student Worksheets (LKPD) on Indonesian Language Learning Outcomes in Grade IV Madrasah Ibtidaiyah

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Article Info	ABSTRACT
	Learning the Indonesian language in elementary schools often encounters challenges, particularly in fostering active student participation and ensuring comprehension of texts, especially fables. To address this issue, Student Worksheets (LKPD) are designed to enable learners to construct their knowledge through meaningful learning activities independently. This study aims to examine the impact of LKPD implementation on students' learning outcomes in Indonesian language lessons, focusing on fable texts. A quantitative approach was employed using a one-group pretest–posttest experimental design, involving 25 fourth-grade students from MIS Al-Hidayah Sidodadi as participants. A multiple-choice test served as the primary instrument to measure achievement. The data analysis revealed a significant improvement in learning outcomes after the introduction of LKPD, as evidenced by the paired-sample t-test result showing a significance value (2-tailed) of less than 0.001, which is below the 0.05 threshold. Consequently, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. These results align with Bruner's constructivist theory, which emphasizes the importance of active student engagement in building knowledge through exploration and structured activities. Therefore, the use of LKPD has been proven effective in enhancing students' learning outcomes in Indonesian language instruction.

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1. INTRODUCTION

One of the main metrics used to evaluate how well the educational process functions in schools is student learning outcomes. According to Sudjana [1], learning outcomes are changes in student behavior caused by learning experiences. Meanwhile, according to Masitoh [2], learning achievements are the outcomes of a learning process over a specific period, manifested as changes in behavior that are often permanent in the cognitive,

emotional, and psychomotor domains. This is consistent with the previous statement, Zunidar [3], which states that these changes encompass psychomotor, affective, and cognitive components. The skills acquired by children during the learning process in the form of knowledge, which are often permanent, can be characterized as learning outcomes. It is estimated that effective learning methods will enhance students' understanding of the subject matter, even in Indonesian language lessons.

The lack of active student participation in the learning process is one of the main problems in teaching the Indonesian language in elementary schools, resulting in unsatisfactory learning outcomes. According to Najmira [4], this is 'less-interaction' behavior, including minimal discussion and reluctance to seek additional understanding, as a result of discomfort in expressing opinions and technical barriers. Opportunities for students to actively contribute to their knowledge growth are still not fully maximized in some classes where the approach is still teacher-centered in dominating the learning process. According to Aufa [5], the quality of learning tools used in the learning process and students' readiness also impact learning outcomes. Students generally act passively, lack motivation, and struggle to absorb the material as a result. In reality, methods that encourage active student engagement are necessary for optimal learning. Meaningful learning can significantly improve student learning outcomes [6]. The need for educational tools or materials that can accelerate the learning process and increase relevance and student engagement is emphasized in this situation.

Learning media is anything that can be used to disseminate ideas and stimulate students' curiosity and motivation to support the learning process. Media is not limited to visual or auditory aids; it includes all tools, materials, or techniques used to convey educational content effectively. According to Arsyad & Azhar [7], educational media encompasses all channels and formats used to convey information or messages during the learning process. This aligns with Rambe [8], who states that teachers use educational media to deliver lesson content to students to enhance learning effectiveness and make knowledge easier to understand. Ref [9], learning outcomes and engagement will significantly improve through the use of learning resources that align with students' characteristics. It is also reinforced by Kinasih [10] that creative learning media tailored to student characteristics have proven effective in overcoming problems and making learning more interesting and meaningful. One type of learning resource is the Student Worksheet (LKPD), which uses organized learning activities to help students understand the material.

The Student Worksheet (LKPD) is a teaching material in the form of a sheet that is systematically arranged and used by students in learning activities to guide them in understanding the material through certain activities. According to Majid [11], students must complete the tasks on the LKPD sheet, which serves as a guide for learning activities, in order to achieve the predetermined learning objectives. LKPD is a learning tool consisting of tasks that students must complete to understand certain concepts; it is more than just a collection of questions. LKPD is systematically designed to provide interesting and relevant tasks that enhance students' understanding of the material [12]. Ref [13] states that the use of contextual LKPD can improve students' understanding, especially if it is tailored to the needs and characteristics of elementary school students. According to Karim & Chang [14],

effective LKPD not only presents questions but also involves critical thinking, exploration, and reflection.

Students can complete various content-related tasks on the Student Worksheet (LKPD), including surveys, asking questions, reading, summarizing, and reviewing. Reviewing the curriculum with an emphasis on Basic Competencies (KD), learning objectives, and indicators relevant to the subject matter being taught is the basis for developing the Student Worksheet (LKPD). 2) Selecting the main focus of the LKPD by considering the needs and characteristics of the students. 3) Using activities developed in the LKPD to provide clear, measurable, and achievable learning objectives. 4) Creating engaging and effective learning activities. Easy-to-follow instructions accompany each exercise, enabling students to complete tasks individually or in groups [15].

Although LKPD has great potential to promote meaningful and active learning processes, schools still need to improve how they use it. Not all educational institutions follow an approach that fully integrates LKPD into every learning activity. Time constraints, a lack of appropriate LKPD, or the need for additional training in the creation and efficient use of LKPD are some of the factors that may influence this. Students' lack of interest and understanding of the subject matter is affected by this, especially in Indonesian language lessons. Active student participation is very important for the development of critical thinking skills and text comprehension in the context of Indonesian language learning. According to Bruner's [16] constructivist theory, learning should enable students to actively build knowledge through exploration (discovery learning), be supported through scaffolding, and be structured with a spiral curriculum to increase complexity gradually. Ref [17] emphasizes the role of LKPD as a cognitive scaffolding tool that supports the principle of discovery learning (Bruner) in facilitating independent discovery of meaning by students. Interactive activity-based worksheets are in line with this principle because they encourage students to independently understand the learning process through discussion, analysis, and reflection. This is in line with Kusumawati [18], which emphasizes the importance of a constructivist approach in the teaching-learning process, including the use of worksheets as an exploratory tool. This is further supported by Selian & Rambe [19]. This confirms that activity-based learning encourages students to participate actively and take responsibility for their education. Ref [20] found that the use of concrete media significantly improved Indonesian language learning outcomes. This example illustrates the gap between the current conditions in schools and the potential use of LKPD as a teaching aid.

Interviews with fourth-grade teachers revealed that most students had difficulty understanding the substance of the text, especially in terms of interpreting the moral lessons and plot of the fables. The fourth-grade teacher stated, "About 65% of my students still do not fully understand the meaning of the stories in the fables, and some only skim through them without understanding the content." Many students have not met the Minimum Passing Criteria (KKM) of 75 points for the Indonesian language subject, as also noted by the teacher. Previous assessment records indicate that around 40% of students have not reached this level, particularly in reading and understanding the content of books.

This conversation clearly illustrates the urgent need for more interactive and structured educational resources. The use of Student Worksheets (LKPD) is one of the

strategies being considered. The use of LKPD has been proven to improve Indonesian language learning outcomes Yahdi [21], With a percentage of 27.7% of the total, the implementation of LKPD has a positive and significant impact on the learning outcomes of fifth-grade students in Indonesia. Similar to this study, the knowledge provided is useful for understanding Indonesian literature, although it does not specifically discuss fairy tales. Furthermore, research conducted by Ansaria & Komalasari [22] investigated the benefits of cut-and-paste worksheets for first-grade elementary school students. This study demonstrates how the use of student worksheets based on real actions can improve learning outcomes using classroom action techniques that utilize the Look-Think-Act paradigm. The research results show that the average score increased from 84.52 in cycle I to 87.61 in cycle II, indicating that student worksheets can promote deeper and more meaningful understanding of lesson material. Similar results were also found in a study conducted by Fitriani & Khair [23], which promotes the use of Discovery Learning-based student worksheets through picture stories for fourth-grade students. This study uses a quasi-experimental design to show how student worksheets significantly improve learning outcomes. Compared to 63% in the control group, the learning achievement rate increased from 50% to 83% in the experimental class that used LKPD. This study shows that the use of attractive and well-designed Student Worksheets (LKPD) in Indonesian language lessons can improve students' understanding of the material.

Previous studies have shown that LKPD can improve student learning outcomes in various subjects and ability levels, including the Indonesian language. However, further research on the effectiveness of LKPD is still possible, especially regarding the content of fable narratives at the elementary school level. The existing research gap highlights the importance of this effort. Most of these studies have a broad scope and have not specifically explored the potential use of fable texts in Indonesian language teaching. Additionally, few studies have been conducted on how students' active engagement in LKPD can influence their understanding of moral lessons and the narrative structure of fable texts. This study aims to fill this gap by investigating how LKPD affects Indonesian language learning outcomes, particularly in fable text materials used in fourth grade at MIS Al-Hidayah Sidodadi. This study also considers the actual situation in schools, where some students struggle to understand the content of the readings fully and have not met the minimum competency standards (KKM).

Based on this background, the author decided to choose the title "The Effect of Student Worksheets (LKPD) on Indonesian Language Learning Outcomes in Grade IV Madrasah Ibtidaiyah." This is because it is believed to be able to overcome existing problems in the school environment, especially those related to low reading comprehension among students. The selection of this medium is intended to improve student learning outcomes and have a positive impact on their development. This study aims to demonstrate the effectiveness of Indonesian language teaching methods in elementary schools.

2. METHOD

This study uses quantitative methodology, which examines data as numerical values. The research methodology used is a pre-experimental design with a single-group pretest-

posttest design technique. By comparing test results before and after therapy was administered to the same group without a control group (only one class was used for the study), this technique aims to determine the effect of LKPD on student learning outcomes [24].

All items and participants at the research site are referred to as the population. Twenty-five fourth-grade students from MIS Al-Hidayah participated in this study. Non-probability sampling and saturated sampling techniques were used. Saturated sampling is a sampling technique that takes samples from every person in the population. Therefore, the research sample consists of all 25 fourth-grade students at MIS Al-Hidayah. The primary instrument used in the data collection process for this research is a test. Essentially, a test is a tool or method for measuring a person's behavior or performance [25]. The main instrument for assessing the dependent variable of student learning outcomes is this test. The pretest and posttest consist of 20 multiple-choice questions based on learning indicators that refer to core fable text skills. The purpose of the pretest is to evaluate students' basic skills before the treatment (using the Student Worksheet), and the purpose of the posttest is to determine whether the use of the Student Worksheet has improved learning outcomes after the treatment. Experts initially evaluated this instrument to ensure that the test questions accurately measure students' skills and are aligned with the learning objectives. This research instrument has undergone validity, reliability, difficulty level, and discrimination testing. The test results show that all items in the instrument meet the specified criteria and are therefore suitable for use in research.

The data analysis technique used was descriptive statistical analysis. A normality test was then conducted to see if the data were normally distributed using the Shapiro-Wilk test. A homogeneity test was used to determine whether the data were homogeneous or had the same quality if it was evenly distributed. A paired t-test was then used in this study to determine whether the use of student worksheets had a significant effect on learning outcomes.

3. RESULTS AND DISCUSSION

3.1. Results

This study was conducted at MIS Al-Hidayah, an elementary school located in Sidodadi Village, Kampung Rakyat Subdistrict, South Labuhanbatu Regency. After going through the planning process, media validation, and implementation of learning activities involving pretests before the use of LKPD and posttests afterwards, learning outcome data were obtained and then analyzed descriptively and inferentially.

Table 1. Descriptive Analysis of Student Learning Outcomes

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	40	85	64.00	11.637
Posttest	25	70	100	83.60	9.522
Valid N (listwise)	25				

In the pretest, the average student score was 64.00, and in the posttest, the score was 83.60. This shows that learning outcomes have increased by 19.6 points. In addition, after using the Student Worksheet (LKPD), the standard deviation of the posttest score was lower than the pretest score, indicating that students' skills were more evenly distributed.

The next step is to determine whether the pretest and posttest learning outcome data are normal after descriptive statistical analysis shows an improvement in student learning outcomes. To ensure that the data is normally distributed, a normality test is used. Since the number of respondents in the sample is less than 50, the Shapiro-Wilk test is used in this study. The following table shows the results of the normality test:

Table 2. Normality Test

Class	Statistic	Df	Sig
	Shapiro Wilk		
Pretest	.950	25	.246
Post-test	.930	25	.089

Based on the Shapiro-Wilk test results, the pretest data had a significance value (Sig.) of 0.246, but the posttest data had a Sig. of 0.089. The data can be said to be normally distributed because both values are greater than the significance threshold of 0.05 (Sig. > 0.05).

The homogeneity of variance test is used to ensure that the variance between the pretest and posttest data is the same after the Shapiro-Wilk test shows that the data is normally distributed. Before conducting a parametric hypothesis test, a homogeneity test is necessary to ensure that the assumption of variance equality is met.

Table 3. Homogeneity Test

		Levene Statistic	df1	df2	Sig.
	Based on the Mean	.993	1	48	.324
	Based on the Median	.355	1	48	.554
Student Learning Outcomes	Based on Median and with adjusted df	.355	1	44.950	.554
	Based on the trimmed mean	1.021	1	48	.317

The Levene test was used to test homogeneity. The mean significance value was 0.324, which was higher than the significance limit of 0.05 (Sig. > 0.05) based on the data processing results. Therefore, it can be concluded that the variances of the two data groups were comparable or homogeneous.

These findings indicate that the data meet the assumptions of homogeneity and normality, two basic assumptions of parametric testing. To further investigate how LKPD affects Indonesian language learning outcomes, a Paired Sample T-Test can be used.

Table 4. T-Test (Paired Sample T-test)

		Paired Differences							Significance	
				Std. Error Mean	95% Confidence Interval of the Difference		T	df	One-Sided p	Two-Sided p
		Mean	Std. Deviation		Lower	Upper				
Pair 1	PRETEST – POSTTEST	-19.60000	9.23309	1.84662	-23.41123	-15.78877	-10.614	24	<.001	<.001

The results of the paired sample t-test show that the significance level of 0.05 is below 0.001, with a significance value (Sig. 2-tailed) of less than 0.001. Furthermore, the t-value of -10.614 indicates a significant difference between the pretest and posttest scores. This implies that there is a significant difference in student learning outcomes before and after using the LKPD. Therefore, it can be concluded that the LKPD significantly improves the learning outcomes of Indonesian language learners.

3.2. Discussion

This study aims to determine how the use of Student Worksheets (LKPD) combined with fable text material for Indonesian language learning affects student learning outcomes. Based on descriptive data analysis, fourth-grade students at MIS Al-Hidayah can achieve better learning outcomes when they use Student Worksheets (LKPD) combined with fable text materials. This suggests that LKPD enhances students' understanding of the material, particularly in literary works that utilize fables. Additionally, the normality test results indicate that the pretest and posttest data are normally distributed, as the Shapiro-Wilk test yields a significance value greater than 0.05. The homogeneity of variance test results show that the data have homogeneous variance, as the Levene Test significance value is greater than 0.05. Both results meet the requirements for parametric statistical tests. The results show a significance value (2-tailed) < 0.001 or less than 0.05, as determined by the Paired Sample t-test. Therefore, it can be said that H_1 is correct and H_0 is not. This indicates a substantial difference in students' learning outcomes before and after using LKPD. Thus, by using fable text content, LKPD has improved students' Indonesian language learning outcomes.

This program successfully improved Indonesian language learning outcomes in fable texts because students not only learned from teachers but also built their knowledge through active and meaningful learning through activities designed in the LKPD. This is supported by the findings of Bruner [16] of this study, which confirms that if students actively participate in the process of acquiring information through exploration and direct interaction, learning will become more meaningful. As a learning tool, the LKPD offers various tasks that allow students to research the material, discuss, conduct independent analysis, and draw their conclusions. Through organized activities in the LKPD, students actively participate in identifying literary elements, understanding moral lessons, and honing their language skills in the context of learning Indonesian, especially when studying fable texts.

The findings of this study indicate that the use of LKPD significantly improves student learning outcomes when they are learning Indonesian. These results support and confirm related studies, including those conducted by Yahdi [21], which found that the use

of LKPD had a positive and significant effect on the Indonesian language learning outcomes of fifth-grade students, with a contribution of 27.7%. Similarly, in a study by Fitriani & Khair [23], which examined the use of LKPD based on the Discovery Learning approach through picture story media in fourth-grade students. The experimental class that used LKPD experienced an increase in learning achievement from 50% to 83%, while the control class only reached 63%.

In addition, the results of this study also reinforce the findings of Anas[12], through interesting and relevant tasks, LKPD is systematically designed to help students understand the subject matter. LKPD is a learning aid that helps students gradually improve their knowledge and critical thinking skills, so it is more than just a worksheet. The consistency of these findings indicates that LKPD, as a teaching aid, consistently and positively influences student learning outcomes, even when used in elementary school settings for Indonesian language instruction. Therefore, it can be concluded that this study validates the previously known actual data regarding the effectiveness of LKPD rather than contradicting it.

Thus, it can be said that the use of LKPD with fable text content to teach Indonesian significantly improves student learning outcomes. The ability of LKPD to offer carefully designed, interesting learning activities that allow students to learn freely and actively is inseparable from this achievement. By using LKPD activities that are relevant to the learning objectives, students are given the opportunity to conduct research on the topic, discuss it, and form their own opinions.

However, it should be noted that the quality of the LKPD design also has a significant impact on how effectively the LKPD functions. In addition, LKPDs that are too thick or unsuitable for the characteristics of the students can hinder understanding. Student performance is also influenced by the teacher's ability to use LKPD to support the learning process. Teachers must not only distribute LKPD but also monitor, guide, and evaluate its implementation to ensure that LKPD tasks are completed efficiently.

In practical terms, educators can use the conclusions of this study as a guide when selecting and creating educational materials that meet the needs of their students, especially when teaching the Indonesian language in elementary schools. The use of LKPD is an alternative teaching strategy that encourages students to be more actively involved in the learning process. These findings conceptually support constructivist theory, which states that successful learning occurs when students are allowed to develop their knowledge through supervised learning experiences. The results of this study also highlight the importance of teacher preparation in producing high-quality LKPD in terms of presentation, content, and curriculum integration from a media development perspective. Therefore, LKPD serves as both a teaching tool and a means to develop critical, creative, and active thinking.

4. CONCLUSION

The results of data analysis and discussion show that the use of Student Worksheets (LKPD) in Indonesian language training has a significant impact on student learning outcomes. This is supported by statistical tests that show a significant increase in scores from pretests to posttests. In LKPD, structured activities can enhance students' understanding of

the material, encourage greater participation, and enable them to learn more independently. Thus, LKPD has proven to be an effective teaching strategy for improving students' performance in Indonesian language classes, particularly in the field of folktale literature. This project aims to promote the use of LKPD in learning activities by providing training or seminars to teachers on how to develop interactive LKPD that aligns with the curriculum.

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