

## Development of Student Worksheet (LKPD) In Learning to Write Explanatory Texts With Contect Social Students in Grade VI of Elementary School 397 Padang Laru, East Panyabungan, Mandailing Natal

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### ABSTRACT

*The problem in this research is the appropriateness of the (student worksheet (LKPD) teaching materials in learning to write explanatory text with social content for class VI students, which were developed based on media experts, material experts, teachers, and students. The aim of this research is to describe the suitability of (students' worksheet (LKPD) teaching materials in learning to write explanatory texts with social content for elementary/MI students. Class VI was developed based on media and material experts, teachers, and students. The research method used in this research is the research and development method (Research & Development). The validator was the research subject for product development. The validator was the research subject for product development. The assessment was carried out by filling in the validation sheet provided, and the validator in this research was the supervisor. In addition, the subjects of this research were Class VI students at SD Negeri 397 Padang Laru. The object of this research is the Student Worksheet (LKPD) in learning to write explanatory texts with social content for Class VI students at SD Negeri 397 Padang Laru. The instruments used to obtain the research data were non-test instruments and test instruments. The results of this research indicate that Student Worksheets (LKPD) are suitable for use in improving explanatory text-writing skills by class VI students at SD Negeri 397 Padang Laru, Kab. Mandailing Christmas for the 2024-2025 Academic Year. In addition, the results of testing LKPD (students worksheet) teaching materials in learning to write explanatory texts with social content in class VI of SD Negeri 397 Padang Laru, Kab. Mandailing Natal for the 2024-2025 Academic Year shows that before the LKPD development process, it was in the adequate category and then increased to good after the LKPD development process in class VI of SD Negeri 397 Padang Laru, Kab. Mandailing Christmas for the 2024-2025 Academic Year.*

**Keywords:** Development, LKPD, Writing, Explanatory Text

### I. INTRODUCTION

Teaching materials are a set of materials that are systematically arranged, both written and unwritten, to create an environment or atmosphere that allows students to learn. Teachers must be able to use teaching materials in accordance with the curriculum, target characteristics, and learning problem-solving demands. Teaching materials are arranged with the aim of providing teaching materials that are in accordance with the demands of the curriculum by considering students' needs, helping students obtain alternative teaching materials in addition to text papers that are sometimes difficult to obtain, and making it easier for teachers to carry out learning.

Teaching materials are important components of the curriculum. The availability of teaching materials according to curriculum demands means that the developed teaching materials must be in accordance with the curriculum. The teaching materials developed can be adjusted to the characteristics of the students as targets, including the social, cultural, geographical environment, and stages of student development. Thus, what needs to be considered in developing teaching materials in schools is the characteristics of students and the needs of students according to the curriculum, namely, demanding more student participation and activation in learning.

Learning aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective, and can contribute to the lives of society, nation, state, and world civilization. This is in accordance with the 2013 curriculum, and good teacher skills are required to develop appropriate teaching materials.

The world of education has experienced several changes in curriculum used to advance a better world of education. The government sorts and chooses what is considered important in education, of course, with policies and system controls regulated by the government, so that the KTSP curriculum was changed to the 2013 curriculum. In the 2013 curriculum, the learning process used a scientific approach and was implemented by examining graduate competency standards (SKL), core competencies (KI), and basic competencies (KD) correctly (Sani, 2014).

The learning carried out by teachers in Indonesian contains two materials to be studied: language and literature. The 2013 curriculum in the Indonesian language subject prioritizes text-based learning; Indonesians not only teach language knowledge, but students are also accustomed to reading and understanding the meaning of the text given, introduced to the appropriate rules so that it does not become confusing in the process of compiling it, and accustomed to compiling it systematically and logically literary and linguistic texts for the benefit of communicating with the community.

Texts taught by Indonesian language teachers in Elementary Schools (SD) in accordance with the syllabus in the 2013 curriculum for grade VI students include expository texts, observation results, descriptive, explanatory, and short stories. Of the several texts taught, the researcher focused on learning to write explanatory story texts, because explanatory texts are new text in Indonesian language learning using the 2013 curriculum.

An explanatory text is a type of text that explains the logical relationships between several events. Explanatory texts explain or describe natural and social phenomena. The explanatory text has a text structure that, includes general statements, a series of explanations, and interpretations (optional). The explanatory text contains an explanation of the process related to natural, social, scientific, and cultural phenomena. Explanatory text comes from the author's questions regarding "why" and "how" a phenomenon occurs. Explanatory texts aim to explain the process of formation or activities related to natural, social, scientific, or cultural phenomena (Priyatni, 2014).

The 2013 curriculum learning activities implemented learning using a scientific approach. The application of the scientific approach in learning involves process skills such as observing, classifying, measuring, predicting, explaining, and concluding. Teacher guidelines for teaching in class to apply the scientific approach must meet several components, namely, planning, implementation, and assessment, which must be carried out by the teacher before and after the learning activities. In carrying out learning activities, there are several activities carried out by the teacher, namely, carrying out preliminary, core, and closing activities, so that the teaching and learning process can be carried out effectively in the classroom so that the learning that takes place is meaningful. After the learning implementation activities are carried out by the teacher, the teacher assesses the students to determine the extent to which they are able to grasp the material taught by the teacher.

This study emphasizes the development of teaching materials for writing explanatory texts, including understanding and capturing their meaning of explanatory texts, differentiating and composing explanatory texts, classifying and composing explanatory texts, and writing explanatory texts. There are many obstacles faced, starting from understanding the structures of explanatory texts, determining topics, creating themes so that they become essay frameworks, to developing essay frameworks that are directed at making explanatory texts according to their structure, namely general statements, explanatory sequences, and interpretations.

However, another obstacle in practice is that students' interest in writing explanatory texts is relatively low. This is due to the factor of teachers who only provide theories about explanatory texts and only explain the structure of explanatory texts, but are not necessarily able to demonstrate their ability to write explanatory texts and do not provide examples to students that can increase students' interest in writing explanatory texts. Another factor is the lack of facilities and infrastructure to support students' need to write explanations.

Based on these problems, researchers are motivated to develop Student Worksheets (LKPDs) in learning to write socially charged explanatory texts. The development of Student Worksheets (LKPDs) in writing socially charged explanatory texts will later be packaged in the form of Student Worksheets (LKPD), which can be used by students to learn independently with or without teacher guidance. The development of Student Worksheets (LKPDs) in writing socially charged explanatory texts is expected to increase students' interest and creativity in writing explanatory texts. In addition, teaching material products in the form of Student Worksheets (LKPD) can help teachers manage effective and efficient learning and can also be a reference in learning to write explanatory texts.

Based on the background of the problem and the details above, the author feels the need to research the development of a learning model for writing explanatory texts with the following research title: "Development of Student Worksheets (LKPD) in Learning to Write Socially Contained Explanatory Texts for Grade VI Students of Elementary School 397 Padang Laru, Panyabungan Timur District, Mandailing Natal Regency in the 2024-2025 Academic Year."

## II. METHODS

The method used in this study is a development research method (Research & Development). Research and development methods are used to produce certain products and test their effectiveness. According to Borg and Gall (2015), the research and development model is "a process used to develop and validate educational products. Therefore, research and development is an effort to develop and validate products used in the learning process. According to Sugiyono (2015:298), there are ten research and development steps that can be used in educational research.

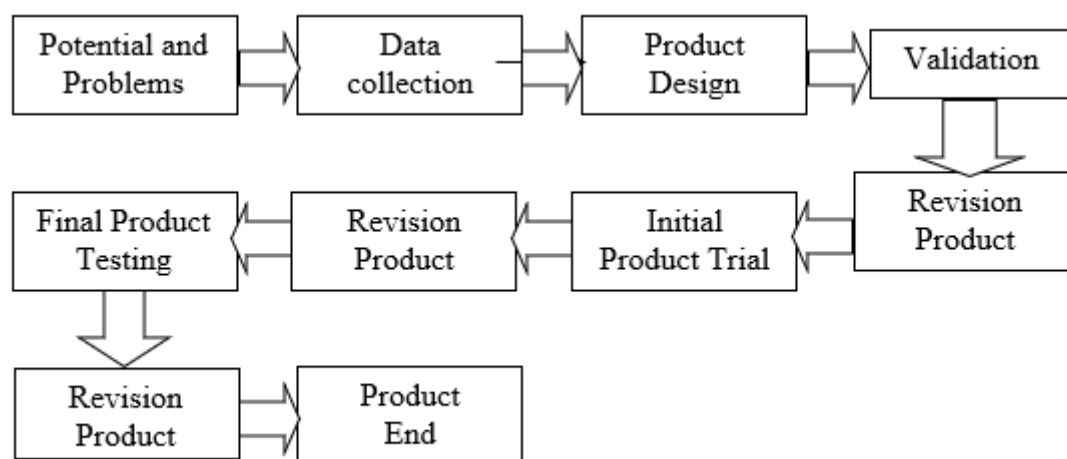


Figure 1. Research Design

This research was conducted because the teaching materials were still in the form of textbooks, learning was still not optimal, students' ability in writing explanatory texts is still below the KKM, the teaching materials used in schools still have shortcomings and weaknesses, students' interest in writing explanatory texts is still low and the accuracy of teachers in selecting, implementing and developing teaching materials used in explanatory text material is still less than ideal. Based on these problems, researchers developed Student Worksheets (LKPD) in learning to write socially-charged explanatory texts which are expected to overcome these problems.

This stage was carried out to obtain information on how teaching materials are used by teachers in schools and the benefits of using these teaching materials for students. The needs analysis stage is a small-scale research stage. To obtain information, observations were carried out to determine the initial picture of the use of teaching materials, and to complete the data, questionnaires were distributed to students to determine their perceptions about writing explanatory texts.

The product design stage is the product design stage to obtain effective and interactive learning materials from previously determined materials. At this stage, a learning design sketch is required to make it easier for students to understand the material. The design is made as complete as possible to facilitate the implementation of the design design.

Product validation was conducted by experts and Indonesian language teachers. Product validity testing was conducted using a learning material feasibility questionnaire. The aim is to determine the level of feasibility of learning materials so that information is obtained on whether or not this learning material can be used as a learning material to accompany teachers in the learning process. If the teaching material is declared valid, the learning material is ready to be tested; however, if the learning material cannot be declared valid, the learning material is revised according to input from experts. Product improvements are made if, after the design and product have been consulted with experts, criticism and suggestions are received to proceed to the next stage.

Product trials were conducted on class students VI Elementary School 397 Padang Laru for the 2024-2025 academic year. The trial was conducted using a test.

Initial product revisions were made based on the results of the readability test to determine whether deficiencies were still present. The final product trial that will be conducted is a large-scale test (testing the effectiveness of learning materials on class students). VI Elementary School 397 Padang Laru for the 2024-2025 academic year. The research design used to test the effectiveness of learning materials was the experimental design of the Pretest-Posttest Control Group Design using the True Experimental Design method. Before the trial was carried out, the group of students that would be used as the control class and the experimental class were selected using a Random Sampling system. This selection refers to students' ability scores in previous learning.

O1 is the initial ability value of the experimental class, and O3 is the initial ability value of the control class, both of which were obtained from the pre-test value. O2 is the performance of the experimental group after using LKPD, and O4 is the performance of the control group, which continued to use the usual textbook, namely the Indonesian language book. X represents the experimental class treatment.

The final product resulting from this development research is the Student Worksheet (LKPD) in learning to write explanatory texts and social content for grade VI students of SD Negeri 397 Padang Laru in the 2024-2025 academic year.

### Subject

The subject of this research was the validator. The assessment is performed by filling out the validation sheet that has been provided, and the validator in this study is the supervising lecturer. In addition, the subjects of this study were students in class VI Elementary School 397 Padang Laru for the 2024-2025 academic year. The object of this research is the Student Worksheet (LKPD) in learning to write socially based explanatory texts for students in class VI Elementary School 397 Padang Laru for the 2024-2025 academic year.

The research instruments used to assess the feasibility of LKPD (Student Worksheets) in learning to write socially charged explanatory texts are tests, questionnaires, and validation sheets.

#### *Data Collection*

The data collection techniques used in this study included tests, questionnaires, validation sheets, documentation, observations, and interviews.

#### *Data Analysis*

After all the data are collected, the last stage is data analysis, that is using quantitative descriptive and data reduction. Data analysis was performed as follows. The data analysis was conducted by reducing the data (data were written in descriptive form then reduced, summarized, the main points were selected, and the important things were focused on). Product validation analysis by material experts, teachers, and student assessments.

### **III. RESULTS AND DISCUSSION**

#### *A. Result*

The data obtained in this study used classroom observation techniques, explanatory text writing tests, and needs analysis questionnaires on students' perceptions of writing explanatory texts. Observations were conducted in the classroom. VIElementary School 397 Padang Laru, East Panyabungan District, Mandailing Natal Regency for the 2024-2025 Academic Year. The total number of participants was 38. The questionnaire data collection was carried out in the classroom. VIElementary School 397 Padang Laru academic year 2024-2025. The respondents in this study were students in the Class VIElementary School 397 Padang Laru academic year 2024-2025 totaling 38 students and stated as research subjects.

On the day of the questionnaire data collection, only 38 students were present, so 38 students were used as subjects in this study. The questionnaire data collection lasted for 30 minutes. The data collection was performed well and smoothly. Respondents created a conducive atmosphere when working on the questionnaire and were supported by a room with good air circulation.

Next, test data collection and explanatory texts were also carried out. There were 38 respondents who took part in this explanatory text-writing test. Data collection for the explanatory text writing test went well and smoothly.

The LKPD development process focuses on observation results, needs analysis questionnaire results, and explanatory text writing test results. Based on the data obtained by the researcher, the LKPD was developed according to the needs and conditions of the students. The development of the LKPD carried out by the researcher is expected to improve students' skills in writing explanatory texts.

Data collection using observation techniques aimed to determine the learning situation in the classroom. The classroom learning situation is observed to determine the learning strategies and methods used by students and teachers during the teaching and learning processes. Researchers use observation guides to observe every aspect of the classroom. The aspects formulated as observation guides are the initial activities carried out by the teacher when starting the lesson; the approach, methods, and techniques used by the teacher to deliver the lesson material; the teacher's attitude in responding to students who are active or tend to be passive in the teaching and learning process; the methods used by the teacher to condition the class so that a conducive atmosphere is created; teaching materials and media used by the teacher; evaluations given by the teacher during the teaching and learning process; and activities at the end of the teaching and learning process.

Students follow the lesson as usual and do not realize that their learning activities are being observed. When the teacher enters the class, the initial activity of the lesson, students still tend to be busy with themselves and their friends, creating a slightly noisy atmosphere. The teacher then reprimands the students, and the class conditions become conducive to starting the lesson. Before beginning the core activities of the lesson, the teacher reviewed the previous lesson material. This helps students remember what they learned in the previous meeting. The communicative approach used by the teacher during the teaching and learning process is communicative. The communicative approach makes the classroom situation dynamic because of the interaction between the teacher and students. The number of questions is quite high, as evidenced by the large number of students who tried to answer the teacher's questions. Lectures, discussions, and questions and answers were the techniques used by teachers to explain the material. With these three methods, students can concentrate more on the following lessons.

Attitude A firm, but a relaxed teacher when explaining the material, makes students focus on receiving the explanation. In addition, the teacher provides examples that are contextual to students' lives, which are then linked to the subject matter, which is a suitable strategy. The questions given by the teacher are then answered by the students, which proves that there is initial knowledge or schemata that the students have. This knowledge is obtained through the learning process, so that students can answer or express opinions about the material presented by the teacher. The teacher's attitude in class is very democratic, giving students the opportunity to ask questions that are still confusing or that they want to know more about. Lessons that take place in the morning are a supporting factor; fresh and clear minds enable students to express their opinions. The teacher uses a blackboard and chalk as the learning media during the teaching and learning process, which helps convey information to students. The teacher did not conduct an evaluation during the observation. Based on the observation results, the researcher found that the evaluation was conducted at the end of each discussion on the subject matter.

The evaluation that is usually done is in the form of a quiz to assess the level of student understanding of the material that has been discussed. In the final activity, the teacher provides confirmation and repeats (reviews) the material studied in class. The review was conducted by rechecking students' understanding through questions raised by the teacher. Subsequently, the teacher confirmed the material that had been discussed. At the end of the lesson, the teacher informs the students of the next material to be studied. This is done so that students begin to prepare themselves and study book references related to the material the following week.

Based on the results of observations, the teaching and learning process directs students in Class VIElementary School 397 Padang Laru, East Panyabungan District, and Mandailing Natal Regency for the 2024-2025 Academic Year to write explanatory text. Writing skills must be accustomed to students so that when they have initial knowledge about writing, it will be further deepened during the learning process with the teacher. During the teaching and learning process, the teacher always asks questions and students to provide examples that are relevant to the material being discussed.

The needs analysis questionnaire tested on respondents aims to obtain data on the needs required by students in developing LKPD that are in accordance with the conditions of the respondents. The needs analysis questionnaire contained the internal and external factors of students in writing. The needs analysis questionnaire consisted of 35 items. Respondents provided opinions on each sub-indicator by providing a check mark (✓) in the column.

The average score is 58.57% for the category of "quite good. In the above data, the aspect with the highest score is I like to write to 96.88% in the "very good" category. The aspect with the lowest score is I have published the results of my explanatory text in children's newspapers/magazines by 6.25% with the category of "very poor. Most students like to write, but only a few students like or have a hobby of writing. They wrote only if there was an assignment from an Indonesian language teacher. Based on the data obtained, 53.13% of the students found it difficult to find ideas in their writing.

After the observation and distribution of the development needs questionnaire were carried out, the next step was to give an explanatory text writing test to the class students. VIElementary School 397 Padang Laru, East Panyabungan District, Mandailing Natal Regency for the 2024-2025 Academic Year. This test is given as an initial step (pre-test) to determine students' skills in writing explanatory texts before developing LKPD.

From the test results students' skills in writing explanatory texts obtained, it is known that the lowest score obtained by students is 50 and the highest score obtained by students is 75, with an overall average score of 66.18. If the average score is based on the assessment criteria, the average score of 66.18 is in the sufficient criteria. Thus, it is concluded that students' skills in writing explanatory texts by class students VIElementary School 397 Padang Laru, East Panyabungan District, Mandailing Natal Regency for the 2024-2025 Academic Years Before the development of LKPD was in the sufficient category.

From the data above, the frequency distribution of the values can be determined, and students' skills in writing explanatory texts before developing the LKPD are as follows:

Table 1. Frequency Distribution of Scores Before LKPD Development

No	Class Interval	Frequency	Percentage
1	71 – 75	8	21.06%
2	66 – 70	10	26.32%
3	61 – 65	9	23.68%
4	56 – 60	7	18.42%
5	51 – 55	2	5.26%
6	46 – 50	2	5.26%
Amount		38	100%

Based on the data in the frequency distribution table of explanatory text writing skill scores before learning development was carried out, it can be constructed in the form of a graph as follows:

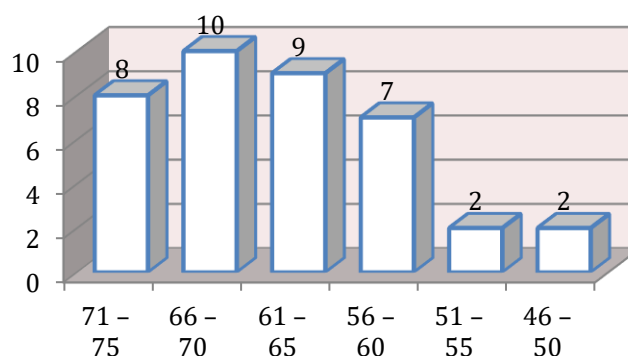


Figure 2. Graph of Explanatory Text Writing Skills Before LKPD Development

Based on the table and graph above, it can be concluded that the highest scores obtained by students are in the 66-70 interval class, namely 10 students (26.32%), then in the 61-65 interval class, namely 9 students (23.68%), in the 71-75 interval class, namely 8 students (21.06%), in the 56-60 interval class, namely 7 students (18.42%), while the lowest scores are in the 51-55 and 46-50 interval classes, namely 2 students each (5.26%).

The calculation results show that the average value of the explanatory text writing skills obtained by students is 66.18. Therefore, the average level of explanatory text writing skills by students in Class VIElementary School 397 Padang Laru, East Panyabungan District, and Mandailing Natal Regency for the 2024-2025 Academic Year can be considered sufficient. This was proven by 38 students; the average value obtained was 66.18 and was in the sufficient category. The results of this test analysis are not in line with the results of the development needs questionnaire, which was in the high category. Based on this, the researcher concluded that students' explanatory text writing skills need to be improved because they are in a sufficient category. This is the reason that the researcher used in compiling a plan to develop Student Worksheets (LKPD) to improve explanatory text writing skills. student class VIElementary School 397 Padang Laru, East Panyabungan District, Mandailing Natal Regency for the 2024-2025 Academic Year.

Based on the results of the development needs analysis questionnaire, it can be seen that the level of interest and writing habits of students are included in the high category because the results of the student needs questionnaire analysis are in the high category. Based on the questionnaire, it can be seen that internal and external factors closely influence students' skills in writing explanatory text. The development of the LKPD that will be produced will cover the shortcomings of students and improve their skills in writing explanatory texts that have been previously possessed.

The results of this study indicate a misalignment between the questionnaires and test results. The development needs questionnaire showed a high category, where as the test results were in the sufficient category. These results will be combined to produce new materials that can improve students' skills in writing explanatory texts.

### 1. Design Planning & Implementation

After the needs analysis stage through observation and questionnaires was carried out, the next step was to design the LKPD to improve explanatory text writing skills. Based on this explanation, the researcher developed a new explanatory text-writing learning product based on the data obtained during the study. The following is a description of the steps in developing the LKPD to improve explanatory text-writing skills.

After the materials were designed, the LKPD was implemented in student class VIElementary School 397 Padang Laru, East Panyabungan District, and Mandailing Natal Regency for the 2024-2025 Academic Year. The implementation of LKPD is adjusted to the conditions and interests of students so that through the LKPD presented, students become accustomed to writing explanatory texts.

After the LKPD is implemented, the next step is evaluation by conducting a test, and researchers conducted an assessment of the explanatory text writing test after product development. The test results were assessed based on previously determined criteria.

From the test results of students' skills in writing explanatory texts, it is known that the lowest value obtained by students is 65, and the highest value obtained by students is 90, with an overall average value of 79.07. If the average value is consulted with the assessment criteria, the average value of 79.07 is a good criterion. Thus, it is concluded that students' skills in writing explanatory texts by class students VIElementary School 397 Padang Laru, East Panyabungan District, Mandailing Natal Regency for the 2024-2025 Academic Year after the development of LKPD is in the good category.

The frequency distribution of the values can be determined, and students skills in writing explanatory texts after developing the LKPD are as follows:

No	Class Interval	Frequency	Percentage
1	86 – 90	3	7.89%
2	81 – 85	11	28.95%
3	76 – 80	11	28.95%
4	71 – 75	6	15.79%
5	66 – 70	3	7.89%
6	61 – 65	4	10.53%
Amount		38	100%

Based on the data in the frequency distribution table of explanatory text writing skill scores after LKPD development, it can be constructed in the form of a graph as follows.

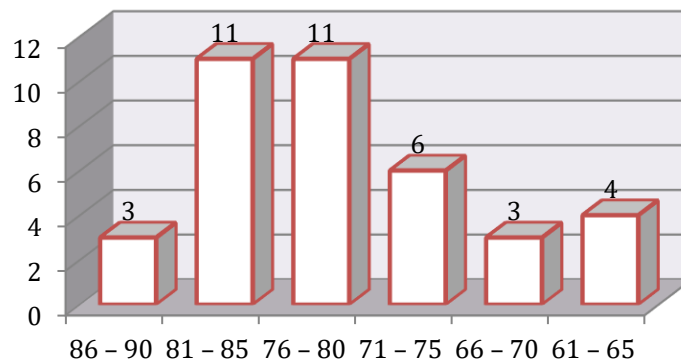


Figure 3. Graph of Explanatory Text-Writing Skills after LKPD Development

Based on the table and graph above, it can be concluded that the highest scores obtained by students are in the 81-85 and 76-80 interval classes, namely 11 students each (28.95%), then in the 71-75 interval class, namely 6 students (15.79%), in the 61-65 interval class, namely four students (10.53%), while the lowest scores are in the 86-90 and 66-70 interval classes, namely three students each (7.89%).

The calculation results show that the average value of the explanatory text-writing skills obtained by the students was 79.07. Therefore, the average level of explanatory text writing skills by students in Class VIElementary School 397 Padang Laru, East Panyabungan District, and Mandailing Natal Regency for the 2024-2025 Academic Year after the development of LKPD can be said to be good.

## II. Eligibility of Student Worksheets (LKPD)

LKPD in this development research was then submitted to expert lecturers for validation to identify its weaknesses and strengths. Based on the validation results, the feasibility of the product produced was obtained. Validation was performed using the following five-scale score criteria guidelines:

Table 3. Five-point Scale Scoring Criteria

Score Interval	Category
$X > 5$	Very good
$3.1 < X < 4.2$	Good
$2.6 < X < 2.9$	Enough
$1.8 < X < 2.5$	Not enough
$< 1.8$	Very less

There are four aspects assessed in the validation process, namely the aspect of content feasibility, the aspect of language feasibility, the aspect of material presentation feasibility and the aspect of graphic feasibility. The results of the assessment carried out by expert lecturers are then used as a basis for researchers to revise issues that need to be fixed to improve the quality of LKPD. The following is a presentation of the results for the four aspects assessed.

The results of expert lecturer validation show that in terms of content feasibility, the average validation score is 4.2 with a good category. Then in the aspect of language feasibility, the average validation score is 4.42 with a very good category, in the aspect of material presentation feasibility, the average validation score is 4.16 with a good category and in the aspect of graphic feasibility, the average validation score is 4.5 with a very good category. Thus, it can be concluded that the Student Worksheet (LKPD) is suitable for use in improving the skills of writing explanatory texts by class students.VIElementary School 397 Padang Laru, East Panyabungan District, Mandailing Natal Regency for the 2024-2025 Academic Year.

The worksheet in this development research is then submitted to the subject teacher for validation so that its weaknesses and strengths can be identified. Based on the validation results, the feasibility of the product produced was obtained.

There are four aspects assessed in the validation process, namely the aspect of content feasibility, the aspect of language feasibility, the aspect of material presentation feasibility and the aspect of graphic feasibility. The results of the assessment carried out by subject teachers are then used as a basis by researchers to revise issues that need to be fixed to improve the quality of LKPD. The following is a presentation of the results for the four aspects assessed.

The results of the validation of subject teachers show that in terms of content feasibility, the average validation score is 4.4 with a very good category. Then in the aspect of linguistic feasibility, the average validation score is 4.71 with a very good category, in the aspect of material presentation feasibility, the average validation score is 4.5 with a very good category and in the aspect of graphic feasibility, the average validation score is 5 with a very good category. Thus, it can be concluded that the Student Worksheet (LKPD) is suitable for use in improving the skills of writing explanatory texts

by class students. VIElementary School 397 Padang Laru, East Panyabungan District, Mandailing Natal Regency for the 2024-2025 Academic Year.

After validation of the LKPD that has been made, it is declared worthy to be tested on students, because the validation results from expert lecturers show that it is in the good category. The product trial was conducted with students who took an explanatory text-writing test. The students were students in Class VIElementary School 397 Padang Laru, East Panyabungan District, Mandailing Natal Regency for the 2024-2025 Academic Year totaling 38 students.

Based on the table above, it can be stated that the average score obtained in the module trial was 4.6%, which is in the very good category. Thus, it can be concluded that LKPD is worthy of being used as a learning model in improving the skills of writing explanatory texts by class students. VIElementary School 397 Padang Laru, East Panyabungan District, Mandailing Natal Regency for the 2024-2025 Academic Year, this is proven by the responses given by students after the LKPD was tested which were in the very good category.

#### B. Effectiveness of LKPD Implementation

To determine the effectiveness of the implementation of the LKPD in improving students' writing skills, data focused on observation results and writing skills test results. Based on the data obtained by the researcher, a module will be developed in accordance with the needs and conditions of the students. The development of the module carried out by the researcher was expected to improve students' writing skills.

Based on the results of the observations, the teaching and learning process directs students in Class VIElementary School 397 Padang Laru Academic Year 2024-2025 to write explanatory text. Writing skills must be accustomed to students so that when they have initial knowledge about writing, it will be further deepened during the learning process with the teacher. During the teaching and learning process, the teacher always asks questions and students to provide examples that are relevant to the material being discussed.

The result of the students' writing skills test before the development of LKPD was 66.18, which was in the sufficient category. After the development and implementation of the LKPD, the average value of the students' explanatory text writing skills increased to 79.07, which was in the good category. From these results, it can be seen that LKPD is effective in improving the explanatory text writing skills of class students. VIElementary School 397 Padang Laru academic year 2024-2025.

#### C. Discussion

Based on the results of previous research on LKPD, the results of the students' explanatory text-writing skills test are in the sufficient category. In addition, from the results of the observations regarding the learning process, several conditions were found that needed to be followed for improvement, including:

1) The teacher's learning steps are less systematic.

This is because teachers are not guided by a lesson plan prepared before teaching. When the teacher started the lesson, the did not explain the objectives/indicators that must be mastered by the students. This needs to be verbally conveyed by the teacher to students. In this way, the students will at least understand what they have to achieve. Learning is centered on teachers. The teacher actively transfers knowledge to children. The teacher has not been able to develop learning activities, so students are active in learning activities.

2) There is still a lack of utilization of variations in learning media by teachers.

The lecture method is the main choice for teachers, and dominates learning. The active role of students is only observed when they answer together when asked by the teacher. Therefore, it is necessary to innovate learning methods. Thus, a pleasant learning atmosphere was created. Learning in a pleasant atmosphere will be easily accepted by children, and their expected abilities can be easily achieved.

3) Opportunities and attention for students who are less skilled in learning management are neglected.

This means that when the teacher holds group work, the teacher has not arranged the seating that allows children to work freely. All group members were placed in one row of benches. There for, the child sitting on the edge is not very clear about the task that must be performed. As a result, this child had fewer opportunitities to complete the task. In addition, they were classified as children who still had difficulty understanding the lesson material. Children who are smart in one group dominate the lesson. Meanwhile, children who are busy working are not free because they sit in the middle and are crowded by friends. This situation sometimes causes the children to feel unhappy. Children who work to complete tasks feel that they are capable, where as children who are less smart feel inferior because they do not understand. This type of situation clearly does not support the learning process of children. Therefore, group formation needs to be arranged such that when children work in groups, they can see the board, the teacher, and their fellow group members to communicate. Teachers do not provide sufficient opportunities to children with less intelligence. This means that less-intelligent children are not given the opportunity to work. They sat and watched. However, it should not be allowed to continue for too long. Teachers should provide direction to more intelligent children to provide opportunities and assistance to friends who are not as good as them. Thus, interactions occur between the students. They share knowledge and experiences with each other. Less intelligent children may have difficulty in reading and writing. However, if the opportunity is there, and other friends are willing to help, plus the teacher's guidance, the child will progress little by little and the difficulties can be overcome.

4) Students' courage has not been developed to its full potential.

Many learning materials are only taken from teacher's handbooks, for example, Bina Bahasa dan Sastra Indonesia or other books owned by the teacher. This is done by the teacher because when practicing writing, not all students have a handbook, students pay attention to the teacher, and do what the teacher wants.

From the conditions found by researchers in the process of learning to write, it can be concluded that, so far, learning is still centered on the teacher. Teachers are still lacking in utilizing various media and methods that can create conducive, lively, and enjoyable learning conditions. The services and attention of teachers to children, especially those with difficulties, are still lacking.

Based on these, it is necessary to strive for learning innovation to optimize student participation so that they are active and productive, create an enthusiastic learning atmosphere and achieve meaningful learning outcomes for students. The problem shows that students need their own learning model that is useful for improving their writing skills in explanatory texts. To solve this problem, the researcher used a development needs analysis questionnaire to determine students' need for the development of the LKPD.

Students' explanatory text writing skills before the development of LKPD described above are the basis used by researchers to develop LKPD. Researchers have developed the LKPD based on data that has been found, namely the results of the needs questionnaire analysis and test results. This development is called the LKPD. The following is a description of LKPD that has been compiled and developed based on the conditions and needs of class students VIElementary School 397 Padang Laru academic year 2024-2025. LKPD development has seven steps that must be applied to students during the teaching and learning process; 1) observing (stimulus), 2) asking, 3) identifying the problem, 4) collecting data, 5) reasoning, 6) proof, and 7) communicating.

The purpose of developing this LKPD is for students to be skilled in writing explanatory text. Researchers have made this development by considering several aspects, such as student needs in using learning models, situations and conditions, and learning resources used.

The LKPD developed in this study was designed to improve students' writing skills. This learning method is in the form of a Learning Implementation Plan (RPP) that is implemented for students. After the learning LKPD was validated by experts, subject teachers, and assessed by students, the final stage of refinement was carried out.

The writing learning materials presented in this research were arranged based on the LKPD. The name chosen for this development research is "Student Worksheet (LKPD) Writing Explanatory Text. According to Daryanto (2013:13), to produce learning products that can play their function and role in effective learning, the product needs to be designed and developed by paying attention to several elements that require it, namely, format, organization, attractiveness, font size, white space, and consistency.

Graphically, the writing of learning products uses consistent font faces, namely Arial, Berlin Sans FB Demi. Almost all of these learning products use the Arial font because it is easy to read, so it does not confuse students when reading. The difference lies in the font size. The Berlin Sans FB Demi font is used in chapter titles. This is in accordance with Daryanto's opinion (2013:14) that in making learning material products, use easy-to-read font shapes and sizes according to the characteristics of students. In addition, use a proportional font ratio between the title, subtitle, and contents of the manuscript. The following is an example of the appearance of letters in the developed LKPD.

The results of expert lecturer validation show that in terms of content feasibility, the average validation score is 4.2 with a good category. With regard language feasibility, the average validation score was 4.42 with a good category, while for material presentation feasibility, the average validation score was 4.16 with a good category, and in the aspect of graphic feasibility, the average validation score was 4.5 with a good category. Thus, it can be concluded that the Student Worksheet (LKPD) is suitable for use in improving the skills of class students in writing explanatory texts by class students. VIElementary School 397 Padang Laru academic year 2024-2025.

In addition, the results of this study are supported by the responses expressed by students after the product trial average score of 4.6% was obtained, which is in the very good category. Thus, it can be concluded that LKPD is worthy of being used as a learning model for writing explanatory text skills in class. VIElementary School 397 Padang Laru academic year 2024-2025.

This Student Worksheet (LKPD) requires students to be active in the learning process and the learning process in the classroom involves multi-directional interactions. The learning process occurs naturally, and communication is well-established. Collaborative learning will make students more active in the learning process because they can ask questions even though not directly with the teacher. Students were also required to express their opinions. Thus, students are unlikely to be embarrassed to ask and express their opinions because they have the freedom to express their opinions according to their thoughts but remain on the path of the material being studied.

Based on the calculation results, the researcher showed that the average value of the explanatory text writing skills obtained by students before LKPD development was 66.18. Thus, the average level of explanatory text writing skills by students in the VIElementary School 397 Padang Laru academic year 2024-2025 before the LKPD development is carried out can be said to be sufficient.

Next, the development and implementation of the LKPD showed that the average value of the students' explanatory text writing skills was 79.07. Thus, the average level of explanatory text writing skills by students in class VI Elementary School 397 Padang Laru, East Panyabungan District, Mandailing Natal Regency for the 2024-2025 Academic Year After the development of LKPD, it can be said to be good. From these results, it can be seen that LKPD is effective in improving the skills of writing explanatory texts by class students. VI Elementary School 397 Padang Laru, East Panyabungan District, Mandailing Natal Regency for the 2024-2025 Academic Year, where before the LKPD development process it

was in the sufficient category and then increased to good after the LKPD development process in class VI Elementary School 397 Padang Laru, East Panyabungan District, Mandailing Natal Regency for the 2024-2025 Academic Year.

Explanatory text writing skills of students using LKPD development products produced higher values than before the development was carried out. The research above produces data that is in accordance with research that has been previously conducted by Pendri (2016) with the title "Development of Student Worksheets Based on Problem Based Learning for Learning to Write Descriptive Texts. The results of this study concluded that the LKPD based on problem-based learning for learning to write descriptive texts for grade VI SD/MI students is categorized as valid. The validity of the LKPD is illustrated by the results of validation by experts on four aspects of LKPD validation; presentation feasibility, content feasibility, language feasibility, and graphic feasibility. From the aspect of presentation feasibility, the LKPD that was developed is in accordance with the 2013 Curriculum, is easy for students to understand, increases students' interest and motivation, and is in accordance with the progress of the times. Furthermore, based on the aspect of content feasibility, it is illustrated that the content of the LKPD that was developed is in accordance with students' needs, in accordance with KI and KD in the 2013 curriculum, in accordance with the principles of problem-based learning, and does not conflict with social and moral values that exist in society. From the aspect of linguistic feasibility, it is shown that the language used in the developed LKPD is in accordance with Indonesian language rules: communicative, familiar, and two-way. From the perspective of graphic feasibility, the developed LKPD is interesting, easy to read, and arouses students' interest and motivation to learn. Thus, the Indonesian Language LKPD for Learning to Write Descriptive Texts developed can be used by teachers in learning to write descriptive texts for elementary school/Islamic elementary school class VI. This development research has produced a product in the form of a problem-based learning LKPD for learning to write descriptive texts for Class VI students that is valid, practical, and effective. This LKPD can be used for learning Indonesians, especially for writing text materials.

Thus, it can be concluded that the development of LKPD is effective in improving students' skills in writing explanatory texts because students learn independently with or without teacher guidance. The results of this research on the development of LKPD (Student Worksheets) for writing socially charged explanatory texts can increase students' interest and creativity in writing explanatory texts. In addition, the teaching material product in the form of Student Worksheets (LKPD) can help teachers manage effective and efficient learning and can also be a reference in learning to write explanatory texts.

#### IV. CONCLUSIONS

Based on the research results presented in the previous chapter, product development in the form of teaching materials LKPD (Student Worksheets) in learning to write socially-charged explanatory texts for grade 1 students VI Elementary School 397 Padang Laru, East Panyabungan District, Mandailing Natal Regency for the 2024-2025 Academic Year very necessary for students. The score was 79.07%. The suitability of LKPD (Student Worksheet) teaching materials in learning to write socially-charged explanatory texts for grade 1 students VI Elementary School 397 Padang Laru, East Panyabungan District, Mandailing Natal Regency for the 2024-2025 Academic Year shows that in terms of content feasibility, the average validation score is 4.2 with a good category. With regard language feasibility, the average validation score was 4.42 with a good category, while material presentation feasibility, the average validation score was 4.16 with a good category, and in the aspect of graphic feasibility, the average validation score was 4.5 with a good category. Thus, it can be concluded that the Student Worksheet (LKPD) is suitable for use in improving the skills of writing explanatory texts by class students VI Elementary School 397 Padang Laru, East Panyabungan District, Mandailing Natal Regency for the 2024-2025 Academic Year.

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