THE DEVELOPMENT OF STUDENT WORKSHEET WITH THE THEME OF *I AM SPECIAL* CHARACTER BASED FOR STUDENTS GRADE ONE IN PUBLIC PRIMARY SCHOOL 060911 MENTENG MEDAN

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ABSTRACT: *This study aims to produce student worksheets based on sub-themes 4 I am special in class one Public Primary School 060911 Menteng. It is research and development that refers to character formation using 4-D development. This model has four stages, they are define, design, plan, and disseminate. The results of the study show that data on the quality of product development is collected by the results of observations and questionnaires. The collected data are analyzed by quantitative descriptive analysis techniques. The results of this study indicate (1) Validation of material experts on the assessment of material feasibility is in very good criteria (96.60%), (2) Validation of learning design is in very good criteria (95.75%); (3) Validation of the language is very good criteria (85.60%). The practicality of teaching materials is concluded based on the teacher's and students' responses; (i) Response of class 1-A students to character-based student worksheets in the stage of test field is 100% and Class 1-B is 99%. The students says that the teaching material is practical, (ii) Teacher response to character based student worksheets in the trial is 100%, it is practical category. Likewise with the product effectiveness test, there are differences in learning outcomes of students using character based student worksheet. It can be concluded based on the results of post-test students at the stage of the test field, the percentage of classical completeness is 100% with 28 students or 99% declared complete for grades 1-A and 1- B. All students complete the assessment. The assessment of student learning outcomes based on the pretest and posttest is analyzed by increasing the score in class 1-A is 46.24% to 100% and class 1-B is 64.28% to 100%.*

KEYWORDS: Character Based Student Worksheet, Learning Outcomes

A.INTRODUCTION

The process of forming national character with efforts to develop the potential capabilities of individuals as those who have better life skills is very important in education. Through character education, it is hoped that it can produce quality and fully developed human beings so that they can play an active role in national development. Ministry Education and Culture carries out various changes and renewal of the education system in order that that the Indonesian generation will become intelligent and characteristic. Character formation of human beings should begin in early age, especially in elementary school as the most basic institution that can be the initial milestone in character building. Early character formation aims to make the values that want to be built well in the minds of students. Zuchdi (2011: XV) states that the main purpose of character education is to realize the noble values contained in Pancasila, pattern of feeling, and patterns of daily behavior in the lives of Indonesian society as a whole. Without character as the basis of attitude and

behavior, it is probable that human character is filled with lust. The role of character is like a captain in a ship. Character is the driver who will determine the wrong direction when sailing across in the ocean.

Due to the importance of character to build personality and nation, observers and practitioner of education offer various solutions, one of which is character education. Character education is a strategic step to make individuals who have character. This is confirmed by the opinion of Lickona (1991: 6) Moral education is not a new idea. It is, in fact, as old as education itself. Down trough history, in countries all over the world, education has had two goals: to help young people become smart and to help them become good.

Character education is so important for the formation of good character. Good character cannot be formed, if the learning process is only emphasized on intellectual activities. Integration of character education in each subject becomes very important for readiness in facing every problem in life.

Teaching materials is in the form of student worksheet with Learning that direct students to be more active, sportsmanship and help students accept outside thoughts. The use of student worksheet plays a very important role in improving learning if it has good quality.

The success of the learning process can also be seen from students' learning achievements. It will increase if student worksheet is also qualified. Success criteria in implementing learning programs are seen from the basic competencies possessed through planting characters. This information is obtained through evaluation activities that aim to improve performance and objectives. This can be achieved if there is a follow-up of the evaluation activity. Evaluation will provide information on the level of learning achievement. If it is analyzed in more detail, it will inform about student learning difficulties. This information must be used by the teacher to improve the learning process.

The progress in the quality of human resources can be seen from the results of education. The role of education is very important in creating a society that is more intelligent, honest, disciplined, tolerant and responsible. Therefore, the education reform must always be improved for the quality of education

The government has made efforts to produce quality and professional human resources in improving the quality of education. The application in perfecting the system of all educational components, such as improving the quality of teaching materials and equitable distribution of education, learning resources, adequate facilities and infrastructure. The policy of the government by decentralizing education to urban areas and also districts with the concept of regional autonomy in order to improve the system and pattern of teaching by using teaching materials in the form of literary student worksheet. This effort is expected to improve the quality of education to be better, especially in the planting of characters.

In fact, the problems that occur in the field indicate that the quality of education in Indonesia is quite varied. This can be seen from each region. The government needs to pay attention to the potential of the region and constraints in education planning, especially in elementary schools. From the observations at the Menteng Public Elementary School 060911, there are some concerns

for increasing the learning process potential. Especially in thematic learning in grade 1 elementary school. This school has used Curriculum 2013 in the learning process which is still in only a few classes, especially in the low class. Based on observations, there are still 3 classes that still use exercise books that alternate with their peers. Not only that, but some also do not have exercise books to work on the questions after learning. Therefore, the teacher does not always give questions from books or student worksheet facilitated by the school. The teacher only gives questions by writing on the board so that all students can work without having to share books or alternately write. This will be disturbed if there is a commotion or discomfort in the learning process. Because in thematic learning emphasizes more active students and teachers only as facilitators.

Thematic learning is an approach that involves several subjects to provide meaningful learning experiences. Thematic learning is oriented to practices that are appropriate to needs and will effectively help create a broad opportunity for students to see and build concepts that are interrelated to each other. This learning also provides opportunities for students to understand complex problems in the surrounding environment with a complete view, so that students have the ability to identify, collect, assess and use the information around them more meaningfully. Thematic also emphasize the application of conceptual learning by doing.

The implementation of thematic learning can be seen from one topic or theme that has been selected and developed by several class teachers simultaneously. In thematic learning, student involvement is more emphasized in the learning process. The application of thematic learning is an effort that balances all the symptoms that already exist from various subject books that often occur in the school learning process. Many subject books and student worksheet must be learned which can be feared to disrupt the development of students, because they demand too much to do activities or tasks that exceed their capacity and needs. Thus, students will lose natural and direct experiences. Experiences essentially shape students' abilities from abstract to concrete; this is the main characteristic of the development of elementary school students. Because thematic learning is considered important as an approach developed in school.

In essence students build their own reality. Their immediate experience is the key to self-learning, meaning not from the experience of others (teachers) transferred through various forms of media. Integrated thematic learning allows students to find patterns and relationships from various disciplines.

Teachers must respond in such a way to the learning process by paying attention to their potential and characteristics, one of which is promoting cultural values as local wisdom. The government reinforces it again in the seriousness to develop character education and national culture in this country. On this occasion, the researchers make a media which refer to the thematic learning process in line with student worksheet

The atmosphere of learning activities can also be adjusted flexibly. The appropriate teaching model creates fun learning, if it is designed properly and correctly. The learning environment will be a pleasant place for students. This atmosphere is accordance with the character of the students. It can create their characteristics in the learning process.

Current problems, teachers at Menteng Public Elementary School 060911 using thematic teaching materials are still low, especially in the use of student worksheet which should be able to develop the character of the students. Some teaching materials used are also not in accordance with the characteristics of students who have been observed. Learning systems that are a little forced to be able to follow the learning process makes students saturated. The learning process also requires a timeline that is appropriate according to the lesson plan that has been arranged by the teacher. Different characteristics provide opportunities for students to have student worksheet based on their respective abilities.

Based on the description above, the authors develop student worksheet teaching material, *I am Special* that contained in the Theme *Myself*. It is one of the subject matter contained in the student book theme 1. In studying the material, students can apply independence, honesty, tolerance and enthusiasm that can motivate them to explore the potential that exists in generating a better character. This reason is a factor for conducting a research entitled *The Development of Student Worksheet with the Theme of I am Special Character Based for Students Grade One in Public Primary School 060911 Menteng Medan*

B. RESEARCH METHODS

1. Types of Research
It is development research. According to Sugiyono (2008: 407) research and development is a research method used to produce certain products and test the effectiveness. In this study, the teaching material is developed in the form of Character-based student worksheets.

2. Research Subjects
The subjects in this study are students in grade one elementary schools 060911 Menteng academic year 2018/2019 who take thematic lesson and the objects in this study are learning materials in the form of Character-based student worksheets.

3. Research Procedure

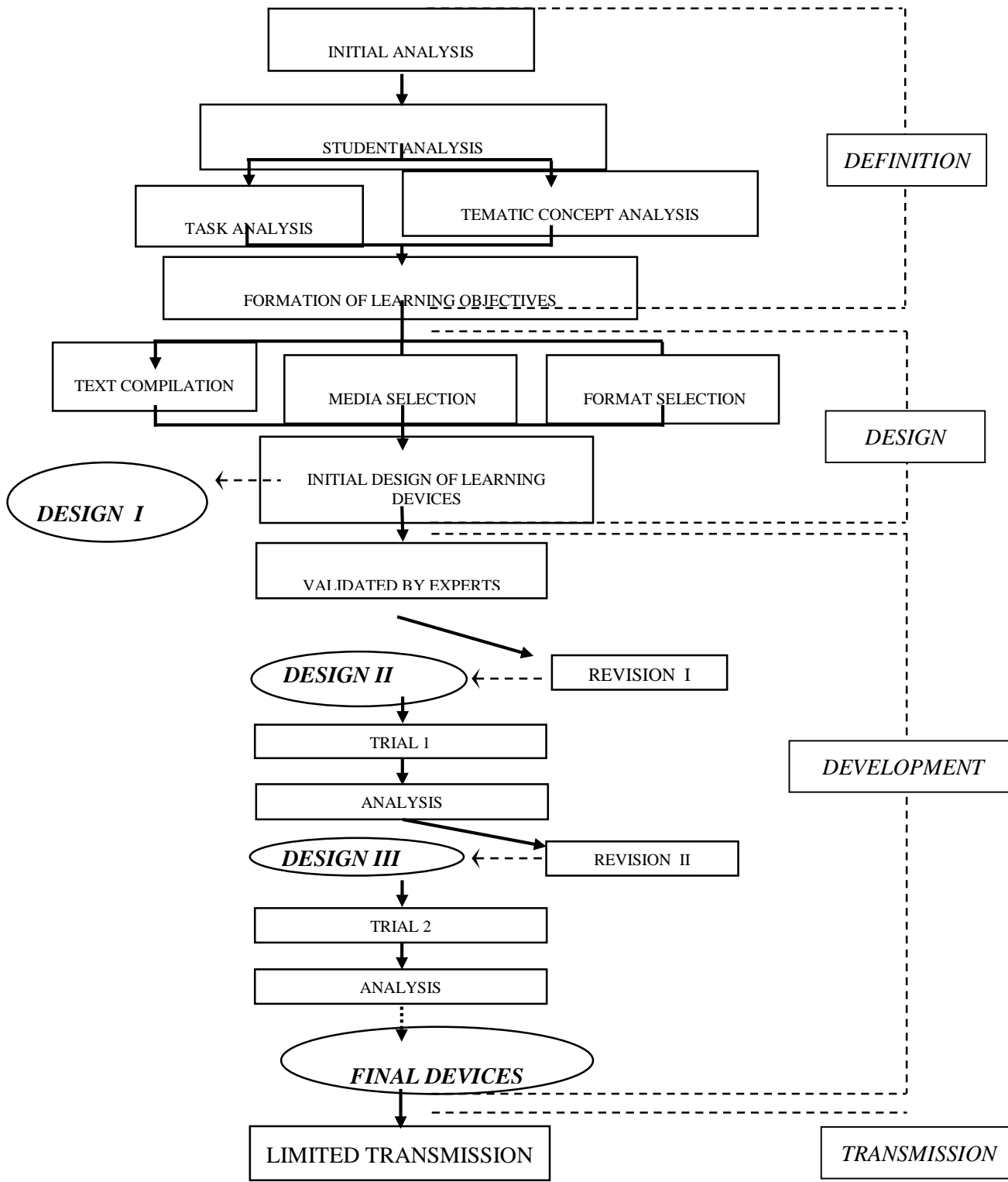Research procedures can be described in Figure 3.1.

Figure 3.1 Modification of the 4-D Learning Model Development Scheme (Thiagarajan, Semmel, and Semmel, 1974 in Trianto (2010: 190))

RESULTS, DISCUSSION AND LIMITATIONS

Research Results
Design of Character Based Student Worksheets

Overall, character-based concept maps developed in teaching materials in the form of student worksheet can be seen in the picture below:
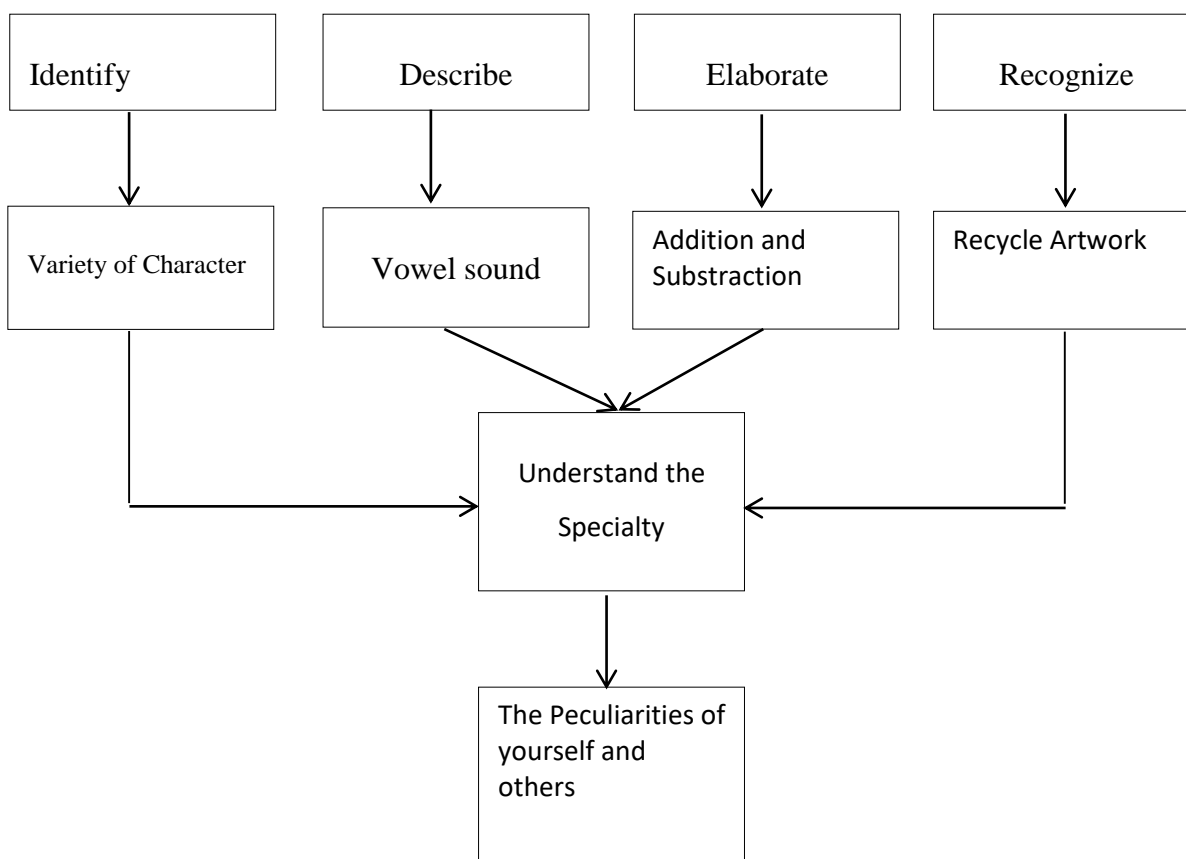

Figure 4.1 Concept Map of Character Based Student Worksheet

The Results of Expert Validation on the Development Design of Student Worksheets Based on Characteristics of Students

To determine the feasibility of teaching materials, validation tests need to be carried out. Validation tests on this product are questionnaire sheets which contains aspects of assessment, namely aspects of content, presentation and language.

The Effectiveness of Characteristics-Based Student Worksheet Development Results

To find out the effectiveness of character-based student worksheet in grade 1 students of Menteng State Elementary School, focusing on observational data and the results of the test using student worksheets. Based on the data obtained, it is developed by using characteristics that are appropriate to the needs and conditions of the students. It is in line with the opinion of Kesuma, Trianta, &

Permana (2012, p. 5) character education is an education that is integrated with learning that occurs in all subjects, directed at strengthening and developing children's behavior as a whole.

Character education is so important for the formation of strong character. Strong character is not formed if the learning process only focuses on activities that emphasize cognitive aspects only. This is in accordance with the opinion expressed by Saptono (2011, p. 16) character education is very important, character has higher value than intellectuality. Our lives depend on our character, character makes people able to survive, have stamina to struggle, and are able overcome significant disadvantages.

Analysis of Observation Data

Retrieval of data using observation techniques aims to find out the situation in the classroom. The learning situation is observed to find out how the learning materials used by students. Researchers use observation guides to observe the activity of students in using teaching materials and understanding of student worksheet. Aspects are formulated as guidelines for observation, namely aspects of attraction, facilitation of teaching materials to be understood and the use of teaching materials in the learning process.

Based on the results of the observations obtained, the total percentage of the activity of students using the test before the application of character-based student worksheet is equal to 1810 with an average of 64.64. It is the average score obtained during the learning process before the development of characteristics through the teaching and learning materials of the School. When it is compared with the criteria for the success of the action, the average is in sufficient criteria. Furthermore, the assessment of the learning process in class 1B is a comparable class. The total percentage of student activity using the test before the use of character-based student worksheet is 2140 with an average of 76.43. It is the average score obtained during the learning process before the development of characteristics through the teaching and learning materials of the School. When it is compared with the criteria for the success of the action, the average is in sufficient criteria.

The value of class 1B activity is indeed different from class 1A in terms of assessment. Due to teachers who teach in class 1A apply a reading activity every day at home with a note signed by the teacher. The signature is checked by the teacher the next day for signs that they have done reading and doing other school assignments given by the teacher

Analysis of Test Results

This study measures the character skills of students by using tests. The test aims to measure the level of memory in the experience of students. Students are expected to be able to master the content or material in student worksheet according to predetermined criteria. The researchers conduct a test assessment to find out the test results by giving a score for each aspect of the assessment.

Based on the table, it can be seen the final score obtained from class 1-A and class 1-B. The highest average score is obtained from the category of self-confidence, discipline, responsibility, and writing. Overall, the average score obtained from class 1-A and class 1-B is not far apart. All of

them are in the category of very good .So, character-based development materials for student worksheet based on the diversity of features of each person can be used as a learning resource in developing students 'understanding. Here is a graphical display of students' assessment activities before and after character-based student worksheet use.
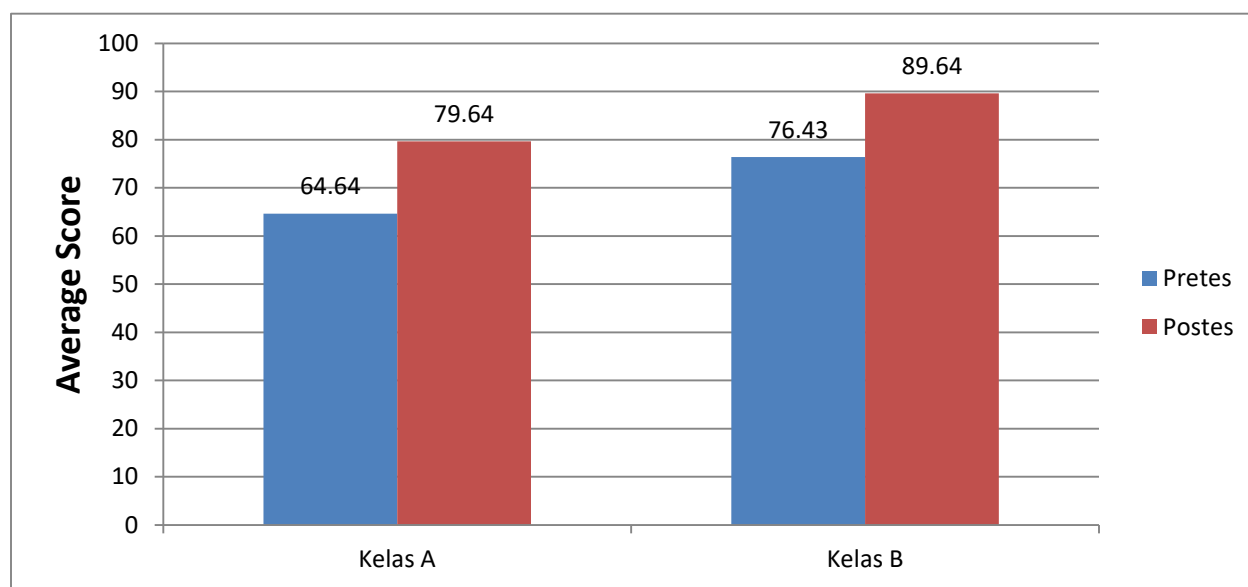

Figure 4.5 Diagram Before and After Use Student worksheet of Class 1-A and Class 1-B

DISCUSSION OF RESEARCH RESULTS

Data obtained based on the results of calculations that have been conducted by researchers, shows that the average character-based student worksheet obtained by students before the development process is in the sufficient category. Furthermore, after the development process shows that the results of the average value of students are in a very good category. This is also supported by the results of observations on student activities during learning. Student worksheet does not increase if students only use handbooks from school. Therefore, teaching materials are needed in the form of student worksheet that can encourage the desire of students to know the importance of diversity and privilege of themselves and everyone in their daily lives. For this reason, systematic learning steps are needed that can arouse learning spirit in adding knowledge and experience of students. This is in line with the research conducted by Piaget (Schunk (2012: 333) concrete operational stages are characterized by extraordinary cognitive growth and are formative stages in school education. Therefore, teachers must connect between students' knowledge and experiences, namely by using effective strategies and visual aids that can be used in the classroom.

There are many ways that can be used to develop the characteristics of students, one of them is using comics. Character improvement through comic media is also inseparable from the characteristics of other comics, namely the power of the storyline. These comics that can be categorized as illustrated story books are indeed able to convey messages through the storyline.

Messages conveyed by comic artist can flow to the reader without any influence (McCloud, 2001, p. 195). The use of pictorial story books proves effective for character education and language skills in schools are like the research conducted by Faizah (2009, p.249) in the 2009 LPPMP UNY education horizon journal article.

In addition to the method above, a strategy is needed to introduce students to new experiences in learning to students. With the use of appropriate strategies, the characteristics possessed by students can increase. This is in line with the research on the development of the character of discipline and responsibility through the comic media as a whole. It can be said to be effective. Asrori (2007, p. 54) suggests that children in the concrete operational stage will be better to understand things that are visible or as they see reality.

From these results, it can be seen that the teaching material in the form of character-based student worksheet developed has fulfilled the effective category in terms of increasing students 'knowledge and courage in planting characteristics. The effectiveness aspects above are based on the results of character-based analysis using speaking skills, students' ability to distinguish religion, ethnicity and culture in privileges that have met the criteria of completeness in a classical manner. With the application of courage and experience, students will be actively involved in finding and distinguishing various features. Analysis of the activity of developing teaching materials in the form of character-based student worksheet in students has increased.

Implications and Suggestions

Implications

The results obtained in this study are expected to have the following implications: 1. To enrich scientific knowledge, to improve the quality of learning, especially those relates to the development of teaching materials in the form of character-based student worksheet improve students' understanding and learning outcomes.

2. It improves the quality of knowledge in the use of student worksheet as an addition to the experience and memory of each lesson

3. As a consideration and alternative for teachers in the selection of teaching materials, so that teachers can design a learning-oriented plan that learning will be better if students can use part of their time for individual work with facilitated teaching materials that support the teaching and learning process.

4. Making activities in learning more meaningful and varied both at home and school.

Suggestions

Based on the findings described at the conclusion of the research results, the following are some suggestions, namely:

1. Teachers are expected to use teaching materials in the form of character-based student worksheet. Learning must also be supported by student books and media that can support the optimal learning process.

2. School should provide facilities in the form of character-based student worksheet to improve learning outcomes.

3. For other researchers, it can be used as a reference and input to further research with different sub-themes and other enhancements.

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