



Development of LKPD IPAS with local culture of Sikka Regency in the lodong me and tung piong traditions for grade IV elementary school

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ABSTRACT

Natural and Social Sciences have a very close relationship with daily life. One of the aspects that is most closely related to student life is local wisdom that is integrated in learning. However, in learning, it was found that there was no integration of local wisdom. Students are still learning culture outside Sikka Regency. When working on LKPD, teacher immediately it from the textbook. The objectives of the research are: 1) to determine the validity of LKPD IPAS with local culture in Sikka Regency in the tradition of lodong me and tung piong in grade IV elementary school; 2) to determine the suitability of students and teachers to the development of LKPD IPAS with local culture in Sikka Regency in the tradition of lodong me and tung piong in grade IV elementary school. The type of research uses ADDIE development research. The research subjects consisted of teachers and 26 students of class IV SDK Nita 1. The research instrument uses validation sheets, questionnaires and test questions. The data collection technique uses questionnaires and tests. The results of the validation of material experts were 88%, media design experts were 88.3%, and local wisdom experts were 89.6% with very valid criteria. The results of the students' response to the level of practicality of the LKPD were 96.93% and the teacher's response was 86.67% with very practical information. It can be concluded that the LKPD IPAS contains the local culture of Sikka Regency in the tradition of lodong me and tung piong in grade IV elementary school is very valid and suitable for use in the learning process in grade IV of elementary school, so that further researchers can explore more deeply regarding local cultural values in Sikka Regency by selecting research subjects in different schools.

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INTRODUCTION

Natural and Social Sciences (IPAS) is closely related to daily life. This connection is the basis for the development of more contextual material so that it can be applied in daily life (Nadhifah *et al.*, 2022; Lewar, El Puang and Lawotan, 2023). One of the elements closest to the student's context is the local wisdom of a region that is integrated in classroom learning. Permendikbud RI Number 79 of 2014 quoted by Safitri, Raharjo and Harlin (2023) Explaining that learning at the elementary to high school levels must have local content where the learning material and process contain the potential and local uniqueness of a certain area so that it can form students' understanding of wisdom in their area.

The situation in schools that is often found to be different from the expectations of the Minister of Education and Culture, teachers in carrying out learning are still based on textbooks published by the Ministry and only a small part of local culture as a sample that is integrated in learning. Even so, it can be seen that teachers are still fun to use the textbook. The existing textbooks also contain questions, but sayangnya soal soal ini related to the material in the book. Elementary school teachers rarely or even find some who have never used LKPD. The conditions that occur in social studies learning, especially in grade IV elementary school students, were found when they were going to do the LKPD, the teacher immediately asked the students to answer the questions in the textbook. These questions are also related to cultures from other regions, for example related to the topic of "The Uniqueness of the Habits of the People Around Me" mentioned local wisdom, namely "*Marakka' Bola* from Bugis Barru, *tumpang* from Java, and others. The examples in this book, none of them are related to the culture of Sikka Regency. This shows that there is a lack of understanding of the meaning of the LKPD itself.

The rationale for choosing LKPD compared to other developments is that LKPD does not only contain questions or work steps but also contains teaching materials that can be used by students to learn. According to Effendi, Herpratiwi and Sutiarmo (2021), LKPD is a teaching material in the form of a worksheet that must be done by students so that it can be used as a guideline for students in developing cognitive aspects to conduct investigations and problem solving according to the learning goals that have been set. LKPD made by teachers must be able to raise problems or be adjusted to environmental conditions. The integration of local wisdom in learning is carried out based on the needs of grade IV elementary school students who are generally at the stage of concrete cognitive development. Therefore, a learning design is needed that is able to connect the knowledge gained in the classroom with the real world around it. Such learning also has an impact on learning outcomes, because it is not in accordance with the learning characteristics of elementary school students. This was also expressed oleh Pane, Lubis and Sormin (2022) that the LKPD designed by teachers must be based on school and environmental conditions. The existence of local local culture that is integrated into learning is very important. Students can get to know the culture of the region because they can learn directly.

The benefits of integrating local wisdom in learning are that it can increase environmental awareness and increase student creativity (Zahro and Maulida, 2024). Local wisdom is very important to be integrated in education in elementary school,

because it can help students to learn and appreciate their cultural heritage, develop a sense of pride in cultural identity, and understand and analyze aspects of local life and culture to develop students' critical thinking skills (Sapriani, Nisa and Sobri, 2024). The integration of local wisdom in learning can increase students' understanding of local culture. Students can also be actively involved in learning because they want to know and learn about the culture in their area. Through the integration of local culture, learning becomes more relevant and meaningful for students because they can directly see scientific concepts related to students' lives and cultures (Agil *et al.*, 2023). Lebih lanjut dikatakan, unsur kearifan lokal yang terintegrasi dalam pembelajaran dapat dijadikan solusi dalam menciptakan pembelajaran yang menarik dan menyenangkan (Mimin, 2023). Local wisdom can also stimulate children's development (We and Fauziah, 2021). Based on this study, the researcher felt the need to develop LKPD IPAS based on *the tradition of lodong me* and *tung piong*. Some of the previous researches are El Puang *et al* (2023) With the results of the response of the class teacher of 90.66% (very good category) and the students of 98.54% (very good category). Further by Bogar, Sani and Sada (2024) showing that the literacy ability of grade IX A students of SMPS Tananuwa Masabewa in the content aspect was 87.12%, context was 86.20% and competency was 88.63%. The objectives of this study are to: 1) determine the feasibility of IPAS LKPD containing *the tradition of lodong me* and *tung piong* grade IV elementary school; 2) knowing the response of students and teachers to the development of LKPD IPAS containing the *tradition of lodong me* and *tung piong* grade IV elementary school; 3) knowing the improvement of learning outcomes of grade IV elementary school students after using LKPD containing *the tradition of lodong me* and *tung piong*.

METHOD

The type of research uses educational development research. The development model used in the study is ADDIE, namely *analysis, design, development, implementation, and evaluation* with the following chart.

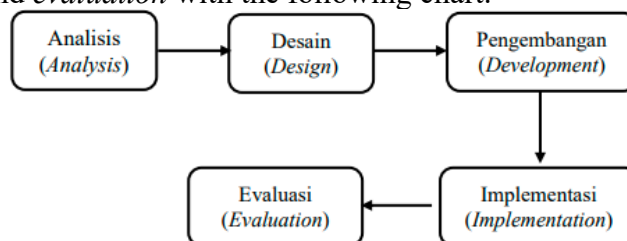


Figure 1. ADDIE Development Model (Ardiansah and Miftakhi, 2020)

At the analysis stage, namely by analyzing student needs, curriculum analysis, namely by analyzing social science materials specifically for social studies learning content for grade IV elementary school about Indonesiaku Kaya Budaya, and learning style analysis. The design stages include the design of the LKPD, namely the introduction (front cover, introduction), the content part (material and practice questions), the closing part (back cover); selection of formats by reviewing existing LKPD formats and selecting LKPD to be developed; The design of the assessment instrument is to design expert validation instruments and questionnaires to determine the practicality and feasibility of the product. The development stage includes the development of the LKPD which contains the cover, foreword, content of the LKPD, and the back cover. The cover consists of the title, the author's name, the image of *the lodong me* and *tung piong tradition* as well as the name of the owner of the LKPD and the level of education that uses the LKPD.

The content of the LKPD consists of the identity of the LKPD (learning outcomes, learning objectives, tools and materials); the unique materials of the habits of the people around me; activity 1 (group identity, activity steps, questions); activity 2 (group identity, activity steps, stories, questions); development of assessment instruments using questionnaires and tests; validation of LKPD by experts in learning materials, local wisdom materials, and design; revision. The implementation stage is carried out through development trials made to get input from teachers and students as users and observers of LKPD. The evaluation stage is used to see its effect on student learning outcomes. Based on the entire process, the LKPD developed is expected to be suitable for IPAS learning.

The research was conducted at SDK Nita 1, Nita Village, Nita District, Sikka Regency, with 26 students in grade IV. The data collection technique uses questionnaires. The research instrument used a validation questionnaire sheet to measure the validity of the product and a student and teacher response questionnaire sheet to measure the feasibility of the product. The validity test was carried out based on the assessment of validators of material experts, local wisdom and media design using the formula:

$$P (\%) = \frac{\text{Jumlah skor yang diperoleh}}{\text{Skor maksimal}} \times 100\% \quad (\text{N.F., Roesminingsih and Yani, 2022})$$

The criteria for the validity and feasibility of LKPD products use the qualifications in the following table.

Table 1. Product Validity and Eligibility Criteria

Percentage (%)	Category	Indicator
81%-100%	Very good	Very valid/Very worthy/No revision required
61%-80%	good	Valid/Eligible/No revision required
41%-60%	Pretty good	Valid Enough/Sufficiently Worthy/Revised
21%-540%	Not good	Less Valid/Less Appropriate/Revised
> 21%	Very Bad	Invalid/Not Eligible/Revised

(Asha, Halidjah and Ghasha, 2023; Febriyani *et al.*, 2024)

Based on the criteria in the table above, the LKPD based on *the lodong me* and *tung piong piong traditions* is declared valid if it meets the criteria of 61%-80% of all elements contained in the validity test assessment of learning material experts, local wisdom material experts, and media design experts. The data analysis technique uses qualitative and quantitative data analysis. Qualitative data is data obtained from the results of expert validation of learning materials, local wisdom materials, and media design as well as the results of student and teacher responses.

RESULTS AND DISCUSSION

The stages of LKPD development are based on *the lodong me* and *tung piong* tradition using the ADDIE development model, because this development model is systematically arranged so that it can help students solve problems. The first stage, analysis, is to analyze students' needs, curriculum and learning styles (Sabdarina, Egok and Aswarliansyah, 2021). The needs analysis is by observing the learning process and finding data, namely the content of the teaching material in the IPAS class IV book, especially in the material Uniqueness of the Habits of the People Around Me, still using cultures from outside, namely the culture from Bugis and Java. In addition to observations, the researcher also conducted interviews with students regarding the use of LKPD in learning, and all students explained that so far in learning, the LKPD used directly from books was not designed by the teacher himself, so that the LKPD was not

colored and did not show clear work steps, also in the work on LKPD had not been carried out in group discussions.

Based on the results of this needs analysis, it can be analyzed that students like contextual and colorful LKPD with attractive images so that it can increase students' motivation to learn. Agree with this, Fitriyani and Valen (2024) Revealing that LKPD based on local wisdom can be an effective tool to motivate students and encourage active involvement in learning. Furthermore, the researcher identified the habits of the people of Sikka Regency that can be integrated in IPAS learning, including the traditions of *tung piong*, *lodong me*, *roit alan*, *ro'a mu'u*, and *huler wair*. And in the end, according to the title of the research raised, the researcher mengangkat tradisi *lodong me* and *tung piong* as teaching materials or materials in LKPD. After analyzing the habits of the people of Sikka Regency, a curriculum analysis was carried out.

The curriculum analysis carried out is by analyzing learning outcomes and learning objectives. The results of the analysis were obtained, the learning outcomes taken, namely students described biodiversity, cultural diversity, local wisdom and their preservation efforts with the learning objectives, namely:

1. Students can find the form of traditions or customs of the people of Sikka Regency, after watching videos of the traditions of the people of Sikka Regency appropriately.
2. Students can group the *lodong me* and *tung piong* traditions, after watching the video of the *lodong me* tradition and the *tung piong* tradition correctly.
3. Students can analyze the content of the story of *lodong me* and *tung piong*, after reading the story of *lodong me* and *tung piong* correctly.
4. Students can retell the story of *lodong me* and *tung piong* in their own language in writing, after reading the story of *lodong me* and *tung piong* correctly.

In the analysis of learning styles, the researcher observed the learning characteristics of students. The results of the observation are known, students seem to be less active in participating in learning and have a low understanding of the material in the book because they still raise traditions from outside. This situation affects the lack of knowledge of students related to culture in their own area.

The second stage is the design, namely the design of LKPD based on *the tradition of lodong me* and *tung piong* in the people of Sikka Regency. This stage includes the design of the LKPD, the selection of formats, and the design of assessment instruments. The design of LKPD is made based on learning objectives and analysis of student learning styles. The selection of formats is carried out to match the learning material. The title of the LKPD developed is "Student Worksheet Containing *Lodong Me* and *Tung Piong* Traditions of Sikka Regency". The LKPD format consists of a cover page, preface, LKPD identity containing classes, chapters, topics, learning outcomes, learning objectives, tools and materials, materials, activity 1 which contains student identity, activity steps, questions, activity 2 which contains student identity, activity steps, stories, questions, LKPD developer identity, and motivational sentences. LKPD is designed using Canva. The product is packaged in A4 size LKPD made of 210 grams of Art Paper, the purpose is to make the LKPD developed durable and attractive. The design of assessment instruments is carried out in the form of questionnaires, namely validation sheets of learning experts, local wisdom materials, design and questionnaires of teacher and student responses using a five-level likert scale.

The third stage is development, namely the LKPD of the *lodong me* and *tung piong traditions* began to be developed by researchers with LKPD components, namely covers, prefaces, LKPD identities containing classes, chapters, topics, learning outcomes,



learning objectives, tools and materials, materials, activity 1 which contains student identity, activity steps, questions, activity 2 which contains student identity, activity steps, stories, questions, identity of LKPD developers, and motivational sentences. Furthermore, the LKPD was validated by three experts. The suggestions and inputs provided by experts are used as the basis for improving the LKPD based on *the lodong me* and *tung piong* in traditioni. Menurut Arianty, Restian and Mukhlishina (2021), LKPD developed through TAHA validation to assess the validity or feasibility of the product. The purpose of expert validation is to determine the validity and feasibility of the product (El Puang *et al.*, 2023). In addition to the validation data of experts, there is also data from student and teacher response questionnaires. The following are the results of validation by material experts, local wisdom and design experts. The results of the assessment of the three experts can be seen in the following Table 2.

Table 2. Expert Validation

No	Aspect	Stage 1	Stage 2	Criteria
1	Subject Matter Expert	72,4%	88%	Very valid/Very worthy/No revision required
2	Media Design Expert	70,7%	88,3%	Very valid/No revision required
3	Local Wisdom Expert	72,3%	89,6%	Very valid/No revision required

Based on the Table 2, it is known that the validation results from material experts, media design experts, and local wisdom experts show that LKPD containing *the lodong me* and *tung piong traditions* is classified as a very valid criterion. Furthermore, after the LKPD was declared very valid by experts, the LKPD was tested on grade IV elementary school students. This is in accordance with the results of research conducted by Rahayu, Mulyono and Krisnawati (2023) Based on the table above, it is known that the validation results from material experts, media design experts, and local wisdom experts show that LKPD containing *the lodong me* and *tung piong traditions* is classified as a very valid criterion. Furthermore, after the LKPD was declared very valid by experts, the LKPD was tested on grade IV elementary school students. This is in accordance with the results of research conducted by (Hidayat, Halidjah and Ghasya, 2023; Gustiawati, Arief and Zikri, 2020; Febriyani *et al.*, 2024). The reason for the product revision is so that the material presented in the LKPD is simpler and easier for students to understand by displaying attractive images and colors so that they attract more students' attention to learn. The results of the first phase of revision of the LKPD based on the tradition of lodong me and tung piong can be seen in the following Table 3.

Table 3. LKPD Revision from Learning Experts

No	Revised Products	Before Revision	Before Revision	Reason for Revision
1.	To ensure the relevance of the images to the deeper learning context where the images of adults are more representative to depict roles or activities that are appropriate to the students' real lives			To ensure the relevance of the images to the deeper learning context where the images of adults are more representative to depict roles or activities that are appropriate to the students' real lives





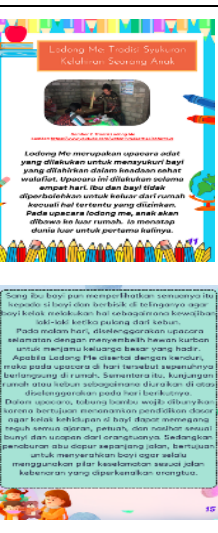
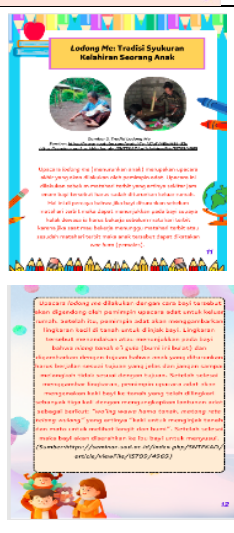










No	Revised Products	Before Revision	Before Revision	Reason for Revision
2.	Replacing step 6 with a self-made video not taken from youtube			Self-made videos allow the content to be more relevant and in accordance with the values of local wisdom to be taught
3.	Replace the first image with a more polite image			To ensure that learning materials are in accordance with the norms and ethics that apply in the educational context
4.	Add images and link to the source of the story because it is taken from the internet			To increase students' connection with interesting learning materials and strengthen the authenticity and validity of the information used
5.	Reducing the content of the material of the lodong me tradition			To maintain a balance of depth of material with the limited time available in learning

Table 4. LKPD Revision from Design Expert

No	Revised Products	Revised Products	After Revision	Reason for Revision
1.	To improve the readability and comfort of students in learning the material			To improve the readability and comfort of students in learning the material
2.	The top right image should be round just like the bottom left			To create visual harmony and uniformity of LKPD design
3.	Objects should be colored			To increase visual appeal and clarify students' understanding of the material being taught
4.	Photos should be from the side to show the activity			To provide a clearer picture of the activities being carried out

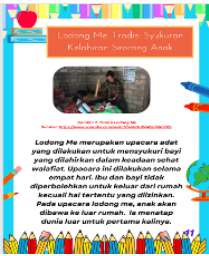



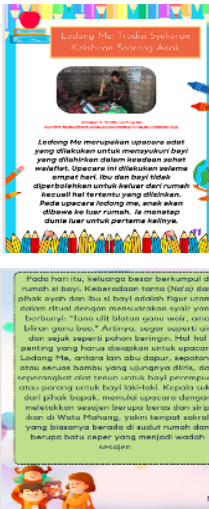
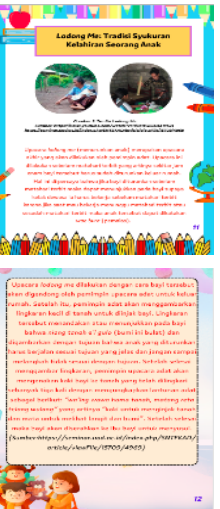

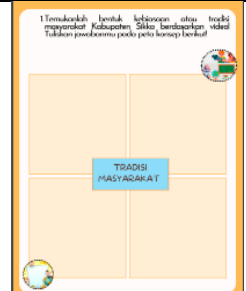
No	Revised Products	Revised Products	After Revision	Reason for Revision
5.	Don't italic text			To improve the clarity and readability of the information conveyed

Table 5. Revision of LKPD Based on Expert Validation of Local Wisdom Material Experts

No	Revised Products	Before Revision	After Revision	Reason for Revision
1.	Replace the image of <i>lodong me</i> on the cover with an image of an adult woman holding a child			To better reflect the values of local wisdom that are relevant to the current educational context
2.	The content of the story is made simpler			To further improve students' understanding of local wisdom values so that it is easier for students in grade IV elementary school to understand

After the first stage of validation, the product was subsequently revised and the second stage of validation was carried out on July 10 (validation of learning experts), July 23 (validation of design experts) and August 5, 2024 (validation of experts in local wisdom materials). As a result of the second stage of validation, the LKPD only received revision from design experts while from learning experts and local wisdom materials did not receive revisions because the LKPD was considered feasible. The results of the second phase of revision of the LKPD based on *the lodong me* and *tung piong traditions* are seen in the following Table 6.

Table 6. LKPD Revision from Design Expert

No	Revised Products	Before Revision	After Revision	Reason for Revision
1.	The cover color should be lighter and given an <i>icon image</i>			To increase visual appeal and make the LKPD more appealing
2.	The top right image should be round just like the bottom left			To create visual design uniformity

Based on the results of the assessment of learning experts, design and local wisdom materials, the LKPD developed is very feasible and does not need to be revised so that this LKPD is suitable for use by grade IV elementary school students.

The fourth stage is implementation. After being declared valid, the LKPD was then implemented to grade IV students of SDK Nita 1 which totaled 27 students. The trial was carried out on August 15, 2024, precisely in the odd semester of the 2024/2025 Academic Year. The trial was carried out using LKPD based on *the lodong me* and *tung piong traditions* in the learning process. After learning, questionnaires were distributed to students and classroom teachers to determine the feasibility of LKPD. The level of feasibility of the LKPD developed is seen from the responses of students and teachers regarding the use of LKPD through filling out a questionnaire (Aminullah *et al.*, 2022). The results of the responses of students and class teachers are seen in the following Table 7.

Table 7. Results of Student and Teacher Responses to LKPD

No	Subject	R	SM	P (%)	Information
1.	Student	51	55	92,73	Very Feasible/No revision required
2.	Teacher	48	55	87,27	Very Feasible/No revision required

Based on the Table 7, it is known that the results of the students' and teachers' responses to the development of LKPD containing *the lodong me* and *tung piong traditions* are very feasible. This shows that in general this LKPD does not need to be revised and is suitable for use for grade IV elementary school students in learning. The most important parts that students are interested in learning are because they use local wisdom or traditions from the people of Sikka Regency. This is also in line with the opinion of Sabdarini, Egok and Aswarliansyah (2021) who stated that, based on thematic worksheets based on local wisdom, they are very valid and practical to support the learning process for grade VI of elementary school.

The fifth stage is evaluation that is carried out in a formative and summative manner. Formative evaluation is carried out in the implementation of activities at each

stage of development. Formative evaluation is carried out to collect data at each stage used for product improvement (Pristiwanti, Hendrayana and Nulhakin, 2024). In the analysis stage, the evaluation is carried out based on the results of interviews and observations so that the LKPD is made in accordance with the needs of students and teachers. The development stage also received input from material experts, local wisdom, and media design in the form of assessments using questionnaires that also received suggestions and comments from validators. The last evaluation carried out was at the implementation stage, namely in the form of the results of the student and teacher response questionnaire used as an improvement of the LKPD to be better. After the trial, the researcher conducted a test to see the effect of the use of LKPD that had been developed on student learning outcomes. The use of LKPD as a result of the development is also known to affect student learning outcomes. Meanwhile, summative evaluation is carried out at the end of the product trial by collecting field trial data and the response of students, teachers and validators to determine the validity and feasibility of the developed product. A thorough evaluation at each stage of development shows that the LKPD based on local wisdom of Sikka Regency and its supporting instruments have met the criteria for validity and feasibility.

The development of LKPD based on local wisdom provides positive benefits for teachers and students in learning. Teachers can more easily relate the material being taught to the local situation or environmental conditions (Supriatin *et al.*, 2022). When teachers are able to develop teaching materials or teaching materials in the LKPD that are adjusted to the real conditions of students, learning will become more meaningful and able to attract students' interest in learning. This is in line with the opinion Martania *et al.* (2023) which states that LKPD can also be used to improve processing skills, scientific attitudes and students' interests. Further, Andhini, Nurasiah and Nurmeta (2022) explained that the development of LKPD based on local wisdom can increase the learning spirit of elementary school students. The LKPD that has been developed displays attractive colors and local wisdom values that are easy for students to learn because they are in accordance with the culture of Sikka Regency. At elementary school age, students are more interested in interesting new things so that the right choice of images, colors, and types of writing in the LKPD can help students to focus so that abstract material will be easier to understand (Andhini, Nurasiah and Nurmeta, 2022). Previous research results by Kalifah and Nugraheni (2021), it also stated that from a total of 722 students, the percentage of eligibility based on student responses was 90.25% and was included in the very feasible category. Further research by Sitorus *et al.* (2025) that the development of LKPD that has been carried out is categorized as very good and meets practicality so that it is suitable for use in learning.

CONCLUSION

The IPAS LKPD contains the *tradition of lodong me* and *tung piong* that have been developed and have met the criteria for validity and eligibility. During the *analysis process*, the researcher observed the learning characteristics of grade IV students of SDK Nita 1. This is in accordance with the initial research design, namely to meet needs, identify students and teaching materials. In the design stage, the researcher conducted an LKPD design based on *the tradition of lodong me* and *tung piong* in the people of Sikka Regency by designing LKPD, selecting formats, and designing assessment instruments. At the *development* stage, the LKPD is validated by material experts, local wisdom and media design. The LKPD was revised twice and subsequently declared very valid and

without revision by the three experts. The validation results showed that the percentage of learning experts was 88%, design experts were 88.3% and local wisdom material experts were 89.6%. At the *implementation stage*, LKPD was tested on grade IV students of SDK Nita 1. After learning, questionnaires were distributed to students and classroom teachers to determine the feasibility of LKPD. The feasibility level of LKPD through filling out a questionnaire was stated to be very feasible for use in learning with a student response percentage of 92.73% and teacher response of 87.27%. At the evaluation stage, it is known that the development process of LKPD containing the *tradition of lodong me* and *tung piong* has been carried out in accordance with the stages that have been planned in the ADDIE stage.

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