

APPLICATION OF STUDENT WORKSHEET TEACHING MATERIALS IN POSTER MAKING LEARNING IN GRADE VIII OF SMP NEGERI 5 CAMPAKA

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ABSTRACT

Posters in Indonesian language learning are one of the topics that often prove difficult for students to express their ideas. This study aims to describe the application of Student Worksheet (LKPD) teaching materials in poster-making learning in class VIII of SMP Negeri 5 Campaka. The method used is descriptive analysis, with data collected through questionnaires administered to teachers and students. Data were analyzed to determine the quality and effectiveness of LKPD based on user responses. The results of the analysis showed that teacher responses to LKPD were excellent, with an average score of 95.14%. Meanwhile, student responses showed a good category, with a score of 70.83%. LKPD is considered to help students understand the material, encourage creativity, and support the achievement of learning objectives. However, the visual aspect is suggested for improvement. Overall, LKPD is effective for use as teaching materials in poster-making learning.

Keywords: LKPD, Teaching Materials, Making Posters, Descriptive Analysis.

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INTRODUCTION

Teaching materials are all forms of learning materials that are systematically arranged to help teachers and students in teaching and learning activities. Teaching materials can be written or unwritten, and the aim is to make it easier for students to understand the material being studied. Teaching materials serve as the primary reference in the learning process, containing information on learning materials that align with the established curriculum.

Teaching materials can be in the form of modules, textbooks, or learning guides. The suitability and quality of teaching materials have a significant impact

on the understanding and outcomes of the learning process. Learning media contain tools and technologies that provide support in the teaching and learning process, which can be in the form of picture books, interactive videos, or a set of software that contains information about learning materials (Susilawati, 2025).

The role of well-arranged teaching materials is to provide clear and structured explanations, allowing students to more easily understand the material presented. Engaging and relevant teaching materials can motivate students to learn, making the teaching and learning process more enjoyable and effective. Teaching materials can encourage students to learn independently because they can study the material at any time and from any location. Varied teaching materials can help students develop critical and analytical thinking skills because students can understand the material from various perspectives. Teaching materials can help students prepare for exams because students can repeat the material that has been studied.

In addition, teaching materials can also be used as learning media that support the teaching and learning process, both directly and through technology. Teaching materials can broaden students' thinking horizons because teaching materials can contain diverse knowledge and activities. Teaching materials can provide students with direct experience in teaching and learning activities, such as the use of simulations or experiments, thereby enhancing their understanding of the subject matter. Teaching materials can be used to explain or repeat material that is not yet clear to students.

The role of teaching can save teachers time in learning. With teaching materials, teachers can provide direction to students to study independently first. So that more or less students will know the material they will study, while educators will explain in more detail to students. Improving the learning process to be more effective and interactive. With teaching materials, educators can have more time to prepare for the learning process (Rustaman, 2023).

The role of teaching materials in classical learning activities There are various roles of teaching materials in classical class learning, including 1) as inseparable material from the main book, 2) teaching materials as a complement to the main book, 3) teaching materials as a learning motivation enhancer for students; 4) teaching materials contain an explanation of the relationship between 1 topic and another topic.

In individual learning, teaching materials play a crucial role as the primary material in the learning process, assisting in the smooth operation of the learning process. In addition, teaching materials in individual learning serve as the primary medium in the learning process, acting as a tool for students to obtain information and supporting other learning media (Sari, 2022).

Group learning involves the role of teaching materials as learning materials that are integrated into the group learning process. This means that teaching materials provide information about the background, the role of students in groups, and instructions for the learning process in the group. In addition, teaching materials also serve as supplementary materials to the primary teaching materials prepared by the learning curriculum..

Although various kinds of literature have explained the importance of teaching materials in supporting learning, especially in improving students'

understanding, motivation, and learning independence, studies that specifically evaluate the application of teaching materials in the form of Student Worksheets (LKPD) in learning visual writing skills such as making posters are still minimal. Poster-making activities require guidance that is not only informative but also able to guide students gradually and encourage creativity. At SMP Negeri 5 Campaka, poster-making learning has utilized LKPD; however, the effectiveness of these teaching materials in supporting students' understanding and creativity has not been systematically evaluated.

In this study, the focus of the research will be one type of teaching material, namely student worksheets. Student worksheets are one of the teaching materials, typically in the form of sheets of paper containing assignments, materials, instructions, steps, and questions that students must complete to understand the subject matter.

Several previous studies have examined the use of LKPD in learning. For example, a study by Setiawan & Indana (2021) entitled "Validity of PJBBL-based LKPD on Spermatophyta Plant Classification Material to Train Creative Thinking Skills of Grade X SMA Students," shows that the use of LKPD is efficacious in improving students' conceptual understanding of theoretical material. Another study by Maharani Ganes (2024) in their study entitled "Development of Ecoliteracy-Based Student Worksheets (LKPD) on Environmental Problems Material for Grade V Elementary Schools," found that LKPD can increase students' learning motivation in thematic learning.

However, both studies focus more on conceptual and theoretical material. Meanwhile, research examining the application of LKPD in learning visual skills, particularly in creating posters, remains very limited. Learning to make posters requires an approach that not only provides information but also guides the creative process in a gradual and structured manner. Therefore, this study aims to fill this gap by examining how LKPD can play a role in helping students understand concepts and develop visual creativity in the context of learning to create posters. 21st-century education requires students not only to understand concepts but also to express ideas creatively and communicate them effectively.

In the context of learning Indonesian, one of the competencies that encourages these skills is making posters. Posters not only involve language skills but also require visual, creative, and persuasive thinking skills. However, in practice, learning to make posters in schools is often theoretical and does not actively involve students. Therefore, this study was conducted to determine how teachers and students respond to the teaching materials in the LKPD and to what extent its implementation can support learning objectives. Thus, the results of this study are expected to serve as a basis for improving LKPD and enhancing the quality of Indonesian language learning, particularly in the context of creating posters..

METHOD

Descriptive analytical research is a type of research that aims to describe and analyze phenomena that occur systematically, factually, and accurately. According to Nazir (2013), descriptive research is used to describe existing conditions or phenomena, with the primary goal of obtaining in-depth

information about a condition without manipulating the variables being studied. This approach not only presents data as it is but also analyzes the relationships, patterns, and tendencies that emerge from the data.

In the context of educational research, the descriptive-analytical method is highly relevant for evaluating the implementation of a strategy or teaching material, such as Student Worksheets (LKPD), within the learning process. (Arikunto, 2010) emphasized that descriptive-analytical research can be used to examine the effectiveness, quality, and impact of a learning method based on empirical data obtained from observations, documentation, interviews, or questionnaires.

The characteristic of this approach is its emphasis on collecting qualitative and quantitative data, which is then analyzed to obtain a comprehensive understanding of the object being studied. This research does not aim to test a hypothesis but rather to provide a comprehensive picture of an ongoing phenomenon.

Thus, in this study, the descriptive analysis method is employed to provide an in-depth description of the implementation of LKPD in poster-making learning, as well as to analyze its role and contribution to enhancing conceptual understanding, visual creativity, and active student involvement. Moreover, it does not involve variable manipulation (Arikunto, 2010).

The study population consisted of all Indonesian language subject teachers and all grade VIII students of SMP Negeri 5 Campaka who had used LKPD to create posters. The sample was selected using total sampling, comprising three teachers and 24 students, ensuring that the data obtained truly reflected the entire population.

The data instrument was collected through a closed questionnaire with a four-point Likert scale (1 = Strongly Disagree; 4 = Strongly Agree). The questionnaire for teachers and students was compiled referring to the following aspects: understanding of the content, suitability to basic competencies, involvement and motivation, and visual appearance (Sukardi, 2013). Each question item has been tested for validity and reliability through an initial trial.

The questionnaire data collection procedure was distributed directly in class after the implementation of LKPD. Respondents were asked to complete the questionnaires within 20-30 minutes, after which they were collected for analysis.

The data analysis technique for the questionnaire results was processed using descriptive statistics:

1. Calculate the total score for each item by adding up the values given by all respondents.
2. Calculating the percentage of achievement from the total maximum score:

$$\text{Persentase} = \frac{\text{Skor aktual}}{\text{Skor maksimal}} \times 100\%$$

3. Interpreting the percentage according to qualitative categories (Very Good, Good, Sufficient, Less) according to descriptive research guidelines (Sugiyono, 2017).

With this design, the study is expected to provide an accurate picture of the effectiveness and quality of LKPD in creating posters from both perspectives: teachers and students..

RESULTS AND DISCUSSIONS

Analysis of Teacher Questionnaire Results

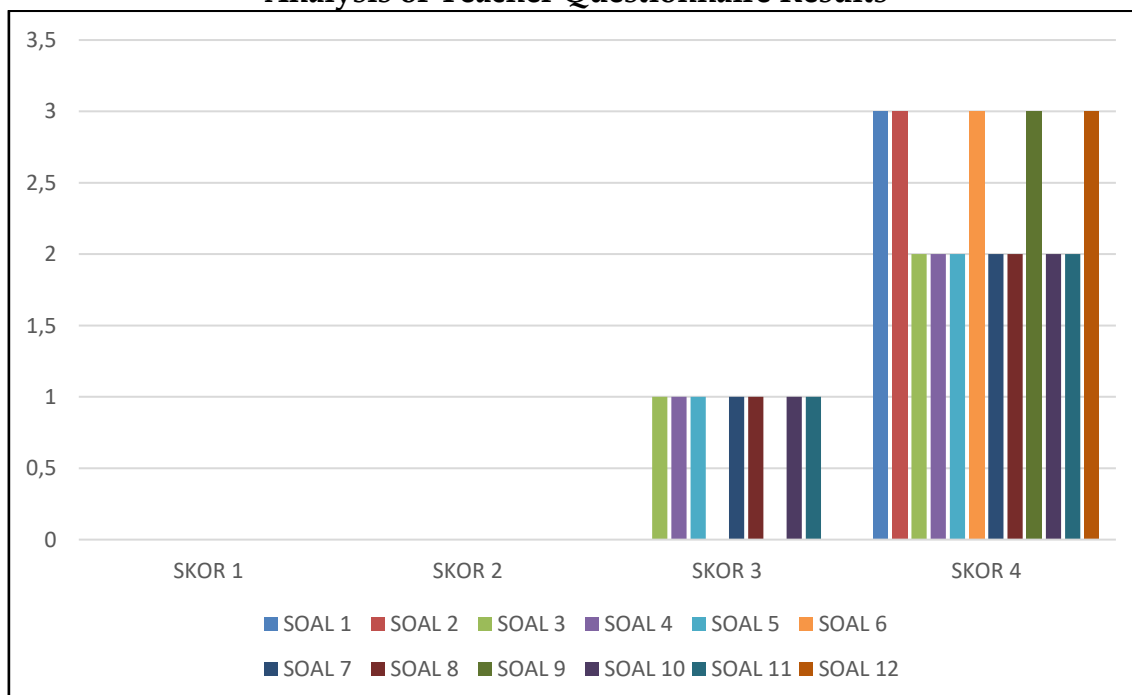


Figure 1. Bar chart of Teacher Questionnaire Results

This questionnaire was given to three teachers at SMP Negeri 5 Campaka. After they read and analyzed the LKPD that had been provided, the results were found as stated in the data above, namely:

1. Maximum score: 12 items $\times$ 4 points $\times$ 3 teachers = 144
2. Questionnaire score: 137
3. Percentage: $(137/144) \times 100 = 95.14\%$
4. Category: Very Good

Based on the analysis of the evaluation questionnaire results for the LKPD poster-making exercise, which three teachers completed. The point-by-point description is as follows:

1. The teaching materials in the LKPD align with the applicable basic competencies (KD). Score: 3 (Agree). The teachers stated that the teaching materials were by the KD, indicating that the LKPD had been designed in line with the curriculum;
2. The materials in the LKPD support the achievement of learning objectives in making posters. Score: 3 (Agree) The teachers assessed that the content of the material supports the achievement of objectives, meaning that the LKPD is substantially relevant to the learning target;
3. The contents of the teaching materials in the LKPD are easily understandable for students. Score: 1 & 2 (Strongly Disagree & Disagree) There is an impression that the contents of the teaching materials are not simple or straightforward enough for students. Revision is needed to present the material more clearly and make it easier to understand;
4. The language used in the teaching materials is based on the student's cognitive level. Scores: 1 & 2 The language in the LKPD is considered too

- difficult for the student's ability level. Simplification or adjustment of terms is needed;
5. Teaching materials support students' activities in making posters. Score: 1 & 2 LKPD has not fully helped or encouraged students to be active in practicing making posters. Need reinforcement of practice-based activities;
 6. Exercises and instructions in LKPD align with the content presented. Score: 3 (Agree) The teacher agrees that the exercises and instructions are consistent with the material. This shows that the structure of LKPD is quite focused;
 7. The appearance of teaching materials in LKPD is attractive and presented in a systematic manner. Score: 1 & 2 The visual appearance of LKPD is considered less appealing and not yet systematic. Improvements in layout and visual design are needed;
 8. Illustrations and pictures in teaching materials help students understand the concept of creating posters. Score: 1 & 2 Illustrations are considered ineffective. Need to add or select images that better support the idea;
 9. Teaching materials encourage active student involvement in learning. Score: 3 (Agree) The teacher assesses that, in general, teaching materials can increase student participation, although there are still shortcomings;
 10. Teaching materials encourage students' creativity in making posters. Score: 1 & 2 Students' creativity has not been sufficiently facilitated by teaching materials. LKPD needs to be designed to be more open and explorative;
 11. Teaching materials in LKPD are easy to use in implementing learning. Scores: 1 & 2. Teachers have difficulty using LKPD practically in class, indicating a need for simplification or more explicit instructions for its use;
 12. LKPD is efficient in the use of time and delivery of materials. Score: 3 (Agree). The efficiency of time and content is quite reasonable, according to the teacher, although other aspects still need improvement.

Based on all the explanations of these points, the total score that can be obtained is 137 out of a maximum score of 144, which is equivalent to 95.14%. The teaching materials in LKPD are considered very effective in supporting the learning process of making posters, as indicated by the value in the "Very Good" category.

In general, all aspects receive high ratings, with an average score of 4 or higher, which is the highest value on the assessment scale. All respondents assessed the suitability of the LKPD in terms of basic competencies and then evaluated the clarity of instructions, student involvement, and time efficiency to the maximum. This indicates that teachers believe the LKPD has been systematically arranged and is relevant to learning objectives. Additionally, teachers believe that the LKPD is practical for use in the classroom.

The understanding of the content, visual appearance, and illustrations received scores slightly below the maximum. These aspects are still outstanding. This input suggests that the improvement in the design and delivery of visual information, although adequate, may be a concern for enhancing the quality of the next LKPD.

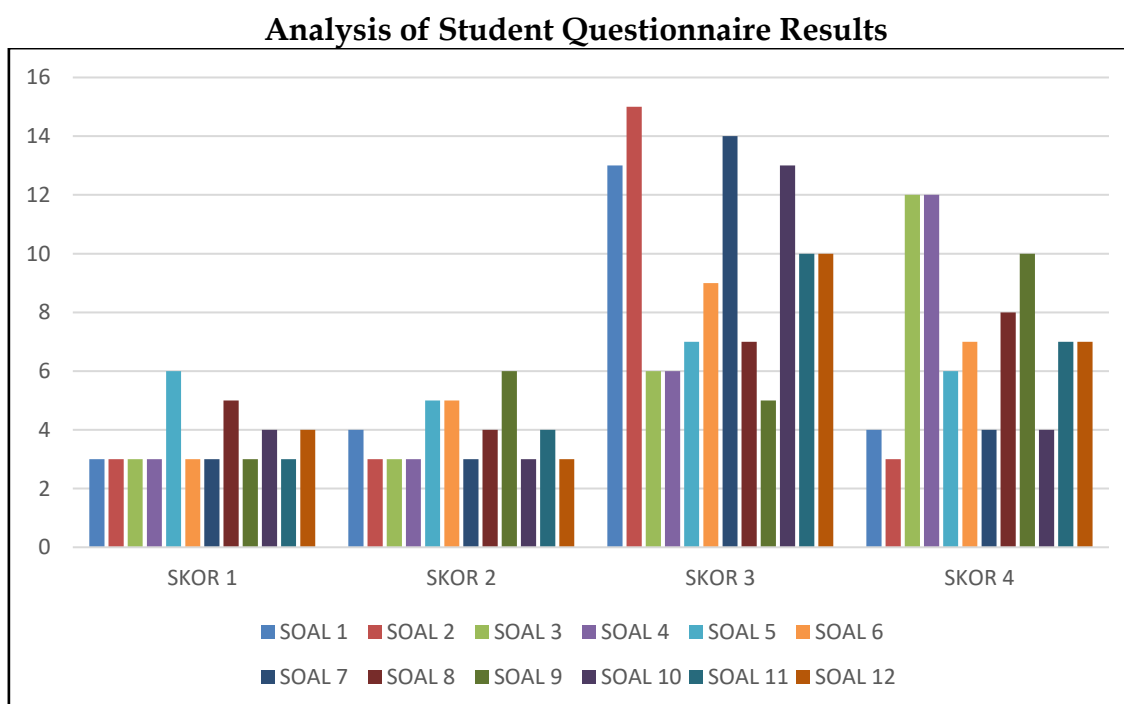


Figure 2. Diagram batang Hasil Angket Siswa

This questionnaire was given to 24 students of grade VIII at SMP Negeri 5 Campaka. After they read and analyzed the LKPD that had been provided, the results were found as stated in the data above, namely:

1. Maximum score per item: 24 students $\times$ 4 points = 96
2. Maximum total score: 96 $\times$ 12 = 1,152
3. Total questionnaire score: 816 (sum of all items)
4. Percentage Score: $(816 / 1152) \times 100 = 70.83\%$
5. Category: Good

The results of the questionnaire analysis given to 24 students regarding the evaluation of teaching materials in the LKPD on the material for making posters showed that, in general, students gave positive responses to the LKPD that had been used. The explanation point by point is as follows:

1. The contents of the teaching materials in the LKPD are easy for me to understand. Score: 3 (13 students), 4 (4 students), 2 (4 students), 1 (3 students). The majority of students (17 out of 24) agreed or strongly agreed, indicating that the LKPD was easy enough to understand. However, seven students felt that they did not understand, so improvements in the presentation of the material were still needed;
2. The language used in the teaching materials is appropriate to my level of understanding. Score: 3 (15 students), 4 (3 students), 2 (3 students), 1 (3 students). The majority of students felt that the language in the LKPD was appropriate, while six students thought it was not. It needs to be reviewed for terms or sentences that may still be unclear;
3. The material in the LKPD supports the achievement of learning objectives related to creating posters. Score: 4 (12 students), 3 (6), 2 (3), 1 (3). The majority of respondents supported this statement, indicating that the substance of the LKPD aligns with the competency of creating posters. Quite successful in terms of content;

4. The explanation in the teaching materials helps me understand the process of making posters. Score: 4 (12), 3 (6), 2 (3), 1 (3) In line with point 3, students feel helped to understand the process of making posters. This indicates that the explanation in the LKPD is quite adequate;
5. The appearance of teaching materials in the LKPD is attractive. Scores vary: 4 (6), 3 (7), 2 (5), and 1 (6). Responses are divided. Only half of the students feel the appearance is attractive. This suggests that the visual design needs improvement to make it more visually appealing overall;
6. The illustrations and pictures in the teaching materials help me understand the material on creating posters. Score: 4 (7), 3 (9), 2 (5), 1 (3). Most students find the illustrations helpful, but some are still not helped. Improvement in the quality and relevance of the images is needed;
7. Activities in the LKPD are relevant to the teaching material. Score: 3 (14), 4 (4), 2 (3), 1 (3). The majority of students feel that the activities provided align with the content of the material. This indicates that the activity planning is quite good;
8. The exercises in the LKPD helped me develop ideas for making posters. Score: 4 (8), 3 (7), 2 (4), 1 (5) About two-thirds of students felt that the exercises were helpful. However, nine students felt less helpful. This means that the exercises need to be more varied and explorative;
9. The steps for creating posters are clearly explained in the teaching materials. Score: 4 (10), 3 (5), 2 (6), 1 (3). The majority were satisfied with the explanation of the procedure, but some students still had difficulty. The order and concrete examples of the steps need to be clarified;
10. Helped in practicing making posters thanks to the teaching materials. Score: 3 (13), 4 (4), 2 (3), 1 (4) Most felt helped, but the level of assistance was not optimal. More examples or gradual guidance are needed;
11. The teaching materials in the LKPD encourage me to be creative. Score: 4 (7), 3 (10), 2 (4), 1 (3). Many students feel that the urge to be creative is still not strong. LKPD should be more open to providing space for expression;
12. I am motivated to explore ideas for making posters after studying the teaching materials. Score: 4 (7), 3 (10), 2 (3), 1 (4) Similar to the previous point, the motivation to explore is not yet optimal. A more inspiring approach is needed in the content of LKPD.

Based on all the explanations of these points, the total score obtained from all questionnaire items was 816 out of a maximum score of 1,152, indicating an achievement level of 70.83%. Based on the percentage interpretation criteria, this value falls within the "Good" category.

Of the twelve statements submitted in the questionnaire, several aspects received very high scores. The third and fourth statements, namely "The material in the LKPD supports the achievement of the learning objective of making posters" and "The explanation in the teaching materials helps me understand the process of making posters," received a score of 75 each, indicating that the LKPD has succeeded in conveying learning objectives clearly and systematically. This suggests that the substance of the material presented in the LKPD aligns with the needs of students in understanding the poster-making process.

In addition, statements such as “The contents of the teaching materials are easy to understand,” “The language used is by the level of student understanding,” and “The steps for making posters are explained well” also received high scores, which strengthens the picture that in terms of content and delivery, the LKPD is quite effective in helping students in the learning process. This shows that students feel comfortable with the language style and content structure of the teaching materials used.

Students also experience the benefits in terms of motivation and creativity, as evidenced by the high scores on the statements “Teaching materials encourage me to be creative” and “I am motivated to explore ideas in making posters.” This indicates that LKPD not only serves as a guide for assignments but also plays a role in fostering students’ internal motivation to think creatively and actively throughout the learning process.

However, there is one aspect that is prominent as an area for improvement, namely the appearance of teaching materials in LKPD. Although still in the good category, the score of 61 for the statement “The appearance of teaching materials in LKPD is attractive” is the lowest among the other statements. This suggests that the visual and design aspects of LKPD can still be improved to make them more aesthetically appealing and increase students’ interest in learning.

Overall, the description of the questionnaire results shows that LKPD making posters has been considered practical and relevant by students. By strengthening the visual aspect, adding more creative elements, and refining the presentation of the content, this LKPD has the potential to become a teaching tool that is not only informative but also inspires students to work more effectively.

CONCLUSION

Based on the results of the questionnaire analysis given to teachers at SMPN 5 Campaka and grade VIII students at SMPN 5 Campaka, it can be concluded that the LKPD on the material of making posters is considered suitable for use in the learning process. The assessment from the teachers indicates that the LKPD has been compiled systematically by the curriculum. This is indicated by the total teacher score of 137 out of 144, or 95.14%, which falls within the “Very Good” category. Teachers consider that the teaching materials in the LKPD are by basic competencies, help achieve learning objectives, and are easy to use in teaching practice. Additionally, the exercises and instructions in the LKPD are also designed to support active student involvement. Meanwhile, the results of the questionnaire from students show that they consider the LKPD as teaching materials that are easy to understand, relevant, and motivating, with a total score of 816 out of 1,152, or 70.83%, which is in the “Good” category. Students feel helped in understanding the material’s contents and the poster-making process. They also feel that the LKPD helps increase creativity and motivation in learning. However, students noted that the visual aspect or appearance of the LKPD could still be improved to make it more attractive and encourage higher learning interest. Thus, from the two results of the questionnaire analysis, both teachers and students, the LKPD for making posters has met the eligibility criteria in terms of content, language, relevance to learning objectives, and ease of

implementation. Although there is still room for improvement, especially in the aesthetic aspects of appearance and visual appeal, according to students, this LKPD has succeeded in becoming an effective and communicative learning medium that supports active and creative learning.

Based on the evaluation results from teachers at SMPN 5 Campaka and grade VIII students at SMPN 5 Campaka, several suggestions can be provided to the compilers of LKPD material for creating posters. The visual aspect of the LKPD needs to be improved to make it more attractive and able to increase students' interest in learning. The use of more aesthetic graphic designs and neat layouts will give a more professional and enjoyable impression to students. Activities in the LKPD should be more varied and encourage active student involvement, such as by adding exploratory and reflective activities. LKPD It is better to include examples of good posters and clear technical guidelines to help students understand the steps of making posters concretely. The use of language in LKPD needs to be adjusted to the level of understanding of students so that the material's content is easily comprehensible. Before being widely used, LKPD is ideally tested on a small scale to gather constructive input from direct users, including both teachers and students..

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