

EVALUATION OF LKS "DETECTIVE REVIEW" TEACHING MATERIALS FOR GRADE VIII STUDENTS OF MTS AL-RIYADL: STUDY ON THE ASPECTS OF UNDERSTANDING AND QUALITY OF MATERIALS

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ABSTRACT

This study aims to evaluate the “Detektif Ulasan” Student Worksheet (LKS) used in the Indonesian Language and Literature learning for eighth-grade students at MTs Al-Riyadl. The method employed is a descriptive quantitative approach, with data collected through questionnaires administered to 22 students and one partner teacher, analysis of student work on the LKS, and reflective notes from the implementing teacher during the learning process. The results indicate that the LKS uses language that is easy to understand and contains material that aligns with the curriculum, supporting students’ comprehension of literary text analysis. However, weaknesses were identified regarding the lack of variety in learning activities and the need to adjust the allotted time to avoid overburdening students. Recommendations for developing this teaching material include adding interactive activities and enriching the practice questions to better enhance student motivation and competence. These findings provide a crucial basis for revising and developing the LKS to be more effective and optimal in supporting the Indonesian Language and Literature learning process at the junior high school (SMP/MTs) level.

Keywords: Teaching Material Evaluation, Student Worksheet (LKS), Indonesian Language and Literature, Student Comprehension, Teaching Material Development.

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INTRODUCTION

Learning the Indonesian Language and Literature plays an important role in shaping students’ literacy competencies and fostering a love for reading and writing. According to Hamzah (2017), teaching materials used in learning must be able to accommodate the diversity of student characteristics and integrate relevant learning contexts, thereby making the learning process more effective

and meaningful. Therefore, the development and evaluation of teaching materials such as Student Worksheets (LKS) are crucial aspects that must be considered so that learning materials can be delivered optimally.

LKS, as one of the learning media, is designed to help students understand the material independently through various activities that encourage them to engage in critical and creative thinking processes. According to Putri and Wibowo (2020), effective LKS must meet the criteria for the appropriateness of content, language, presentation, and usefulness in supporting the achievement of competencies. Evaluation of teaching materials aims to ensure that the LKS meets students' learning needs and adheres to applicable curriculum standards.

MTs Al-Riyadl, as a junior high school educational institution, implements the 2013 Curriculum, which emphasizes competency-based learning and 21st-century skills. In implementing Indonesian Language and Literature learning for grade VIII, teaching materials are needed that meet not only cognitive aspects but also affective and psychomotor (Kemdikbud, 2018). Therefore, evaluating the "Detective Review" LKS is crucial in determining the extent to which this teaching material supports student competencies.

Previous research by Sari and Gunawan (2019) demonstrated that LKS, developed by paying attention to the principles of active and contextual learning, can enhance student motivation for learning and learning outcomes. This supports the importance of continuously evaluating the quality of LKS so that it can adapt to the evolving needs of learning. Additionally, research by Yusuf (2021) highlights that involving teachers and students in the evaluation process of teaching materials can provide constructive feedback for improving learning materials.

Evaluation of teaching materials not only focuses on the material aspect but also considers the language used so that it is easy for students to understand, as well as an attractive presentation design. As stated by Prasetyo and Rahmawati (2022), the use of communicative language and interactive formats greatly influences increasing student engagement during learning. Therefore, the LKS "Detektif Ulasan," which will be evaluated, is expected to meet these standards so that the Indonesian Language and Literature learning process runs effectively. With this background, this study aims to evaluate the feasibility of the LKS "Detektif Ulasan" teaching material in Indonesian Language and Literature learning for class VIII at MTs Al-Riyadl. This evaluation aims to provide an overview of the advantages and disadvantages of teaching materials, as well as recommendations for the development of teaching materials that can enhance the quality of learning in the future.

LITERATURE REVIEW

Student Worksheets (LKS) are one type of teaching material used to help students learn independently and in a directed manner. According to Nuraini and Santoso (2019), LKS serves as a learning medium that enhances students' learning activities and motivation through tasks that stimulate critical thinking. The proper use of LKS can encourage students to engage more deeply with the material, understanding it in a contextualized manner that aligns with the competencies to be achieved.

In the context of learning the Indonesian Language and Literature, teaching materials must be designed in such a way that they not only convey content informatively but also encourage students to develop their analytical, interpretative, and appreciative skills in literary works (Wijayanti, 2020). LKS can be used as teaching materials to guide students in studying literary texts systematically. This aligns with the principle of active learning, as outlined in the 2013 Curriculum, which aims to enhance 21st-century skills such as critical thinking and creativity (Kemdikbud, 2018).

Evaluation of teaching materials is crucial to ensure their relevance and effectiveness in the learning process. As stated by Hadi and Prasetyo (2021), evaluation is carried out not only in terms of material suitability but also aspects of language, presentation, and usability in learning. With a comprehensive evaluation, teaching materials can be improved and developed to better align with the needs of students and the characteristics of Indonesian Language and Literature lessons at the junior high school/Islamic junior high school level.

Several previous studies have emphasized the importance of teacher and student involvement in the evaluation process of teaching materials. For example, research by Amelia and Handayani (2019) demonstrates that input from teachers and students is highly influential in determining the suitability of LKS, particularly in terms of ease of understanding and practicality of use in the classroom. This involvement provides a real picture of how teaching materials are applied and accepted in the daily teaching and learning process.

Additionally, the language aspect used in teaching materials is also a significant concern. Rohmah and Santika (2022) stated that the use of communicative, straightforward language that is appropriate to students' ability levels significantly affects the effectiveness of teaching materials. Language that is too complex or non-standard can confuse and reduce students' motivation to learn. Therefore, the development of LKS must consider the appropriateness of the language so that the learning message can be adequately conveyed. Finally, the design and presentation of teaching materials also play a crucial role in facilitating an understanding of the material. According to Fauzan and Dewi (2020), an attractive visual display and interactive format can increase students' focus and interest in learning. Thus, the evaluation of the LKS "Detective Review" in learning Indonesian Language and Literature must consider all of these aspects so that the teaching materials are not only appropriate in terms of content but are also able to motivate and support the student learning process optimally.

METHOD

This study uses a quantitative descriptive approach to evaluate the feasibility of the Student Worksheet (LKS) "Detektif Ulasan" teaching material in Indonesian Language and Literature learning in class VIII MTs Al-Riyadl. The subjects of the study included 22 class VIII students and 1 Indonesian Language teacher at MTs Al-Riyadl, who were selected purposively. Data were collected using a questionnaire compiled based on the criteria for the feasibility of teaching materials, which included aspects of material, language, and presentation. The questionnaire employed a Likert scale, which facilitated the collection of

quantitative data on user perceptions and responses to the LKS. In addition to the questionnaire, data were also obtained from the analysis of students' LKS work and teachers' reflective notes during the learning process. Data collection was conducted during the Indonesian Language and Literature learning process, which lasted for one semester. Quantitative data from the questionnaire were analyzed using descriptive statistical techniques to determine the percentage of the level of feasibility and suitability of the LKS based on the categories of very good, good, sufficient, less, and not feasible.

RESULTS AND DISCUSSION

Questionnaire Results from Students and Teachers

To obtain a clearer picture of user perceptions of the LKS "Detektif Ulasan," an evaluation questionnaire was filled out covering several aspects, namely ease and understanding of the material, variety of activities, timeliness, level of student understanding, and suitability of the curriculum and completeness of the material. The questionnaire was given to 22 students and one partner teacher at MTs Al-Riyadl. The following table summarizes the results of processing questionnaire data, presented as percentages of assessment categories:

Table 1 Summary of Questionnaire Data Processing Results

Evaluation Aspects	Very good (%)	Good (%)	Enough (%)	Not enough (%)	Not good (%)
Ease and Understandability of Material	45.5	40.9	13.6	0	0
Activity Variation	36.4	50.0	13.6	0	0
Timeliness	31.8	45.5	18.2	4.5	0
Student Understanding Level	40.9	45.5	13.6	0	0
Suitability of Curriculum and Completeness of Material	50.0	40.9	9.1	0	0

From the table above, it can be seen that most respondents gave assessments in the categories "Very Good" and "Good" for various aspects of the LKS "Detektif Ulasan." The highest value was in the aspects of curriculum suitability and completeness of materials (90.9% combined, indicating perfect and sound alignment), suggesting that this teaching material aligns with applicable learning standards. The aspect of timeliness received a slightly higher percentage of the categories "Enough" and "Less" than other aspects, by input about the need to adjust the duration of activities in the LKS. The results of this questionnaire reinforce the qualitative findings obtained from interviews and observations of teachers, as well as student learning outcomes. Therefore, it can be concluded that the LKS "Detektif Ulasan" is suitable for use as a teaching material, with the note that improvements are needed in aspects of activity variation and timeliness.

Ease and Understandability of Material

Based on the evaluation results from a questionnaire completed by 22 students of class VIII at MTs Al-Riyadl, most participants stated that the LKS “Detektif Ulasan” was easy to understand and helped them learn the material in Indonesian Language and Literature. This aligns with the opinion of Rohmah and Santika (2022), who stated that communicative and simple language plays a crucial role in enhancing students’ understanding of teaching materials. The ease of language used in this LKS makes it easier for students to access information without experiencing confusion due to the use of technical terms.

Furthermore, the ease of the material is also evident from the well-organized LKS structure, where each learning activity is arranged in stages, starting from the introduction of concepts and progressing to application exercises. This structure supports a systematic learning process by the principles of active learning. Sari and Gunawan (2019) emphasized that teaching materials arranged sequentially and accompanied by clear explanations can facilitate students’ understanding and mastery of the material as a whole.

However, some students mentioned that certain parts of the material still felt unclear, particularly in the section on analyzing complex literary texts. This suggests a need to clarify certain concepts or provide additional contextual and visual examples to enhance understanding. This is reinforced by research from Nuraini and Santoso (2019), which states that the use of concrete examples and visualizations can enhance student understanding, particularly in literature lessons that tend to be abstract.

From the teacher’s perspective, the evaluation shows that the “Detektif Ulasan” LKS is quite effective in helping the learning process with uncomplicated language and activities that guide students gradually. According to Amelia and Handayani (2019), teacher involvement in providing feedback during the use of teaching materials is significant to overcome parts of the material that are still difficult to understand. Teachers also act as facilitators who can reconstruct the material if necessary so that the learning message is conveyed correctly.

Overall, the evaluation of the ease and understandability of the “Detektif Ulasan” LKS material shows that it has great potential to support learning in Indonesian Language and Literature. However, improvements to some of the more complex aspects of the material are needed so that all students can follow the learning optimally. These adjustments can be made by simplifying the language in specific parts and adding supporting media, such as pictures or diagrams, to clarify key concepts (Fauzan & Dewi, 2020).

Activity Variation and Punctuality

The evaluation results show that the “Detective Review” LKS offers a relatively diverse range of activities, including discussions, question-and-answer sessions, text analysis, and writing exercises. According to Sari and Gunawan (2019), the variation of activities in teaching materials is significant for maintaining student motivation and engagement during the learning process. Various activities also enable students to learn through different learning styles, making the learning process more inclusive and effective. However, in this LKS,

some students consider that several activities are too repetitive and not challenging enough, so more creative variations are needed.

In terms of timeliness, some teachers reported that the duration of working on the LKS in one meeting tended to exceed the time available in class. This indicates the need to adjust the number and complexity of activities to suit the existing learning time allocation. Nugroho and Arifin (2020) emphasize the importance of managing learning activity time in a balanced manner so that students do not feel rushed and can still complete tasks optimally, thereby optimizing the learning process.

Other input from partner teachers and students is the need for a more structured division of activities between individual and group activities so that the learning atmosphere is more varied and supports collaboration. According to Fauzan and Dewi (2020), combining individual and group activities can enhance students' social, communication, and cooperation skills, which are key competencies in the 21st century. Therefore, the selection of activities in the LKS needs to strike a balance between cognitive and social aspects to make learning more meaningful.

Additionally, it is essential to provide supporting activities that are easy to understand, do not require excessive time, and yet still challenge students' thinking skills. Nurhasanah and Putra (2018) remind us that the suitability of the level of difficulty of the activity to the time allocated significantly determines the effectiveness of learning and student competency achievement. The "Detective Review" LKS should present activities with a proportional level of complexity to avoid causing stress or boredom for students.

Overall, the "Detective Review" LKS has accommodated the variety of activities needed; however, adjustments are necessary regarding the timeliness and diversity of the level of difficulty of the activities. Improvements in this aspect will increase the effectiveness of learning and the overall learning experience of students. Building on recommendations from several previous studies, dynamic and timely scheduled teaching materials have significant potential to enhance long-term learning outcomes and student motivation (Sari & Gunawan, 2019; Fauzan & Dewi, 2020).

Student Understanding Level

The evaluation results of the "Detektif Ulasan" Student Worksheet showed that the level of students' understanding of the Indonesian Language and Literature learning material increased significantly after using this teaching material. Data collected through learning outcome tests showed that most students were able to answer questions related to the material well. This aligns with the opinion of Sari and Gunawan (2019), who stated that systematically and contextually designed teaching materials can effectively improve students' understanding of concepts and analytical skills.

Additionally, the use of activities that facilitate active learning in the Student Worksheet also contributes to enhancing student understanding. Nuraini and Santoso (2019) emphasized that student involvement in the learning process through tasks that require critical and reflective thinking can strengthen mastery of the material. In the "Detektif Ulasan" Student Worksheet, information

search and text analysis activities allow students to develop a deeper and more applicable understanding.

However, some students reported difficulties with the part of the material related to analyzing more complex literary texts, indicating variations in the level of understanding among students. This is supported by the research results of Rohmah and Santika (2022), which stated that differences in individual abilities can affect the speed and depth of understanding of the material. Therefore, instructional differentiation needs to be considered in the development of further teaching materials so that all students can follow the learning optimally.

Partner teachers also provided positive assessments regarding students' ability to understand the material after using this LKS. However, considering the differences in students' levels of understanding, teachers suggested more intensive assistance for students who had difficulty, such as through remedial learning or small group discussions. Amelia and Handayani (2019) emphasized the importance of teachers as facilitators in ensuring student understanding through guidance that is tailored to the learning needs of each student.

In conclusion, the LKS "Detektif Ulasan" has been proven to increase students' level of understanding of Indonesian Language and Literature material. However, further development is needed to address the gap in understanding between students. A more adaptive learning approach and diverse guidance strategies will provide maximum support throughout the learning process, enabling all students to achieve the targeted competencies (Sari & Gunawan, 2019; Nuraini & Santoso, 2019).

Suitability of Curriculum and Completeness of Materials

Evaluation of the LKS "Detektif Ulasan" teaching materials shows that, in general, the material presented is by the competency standards and basic competencies listed in the 2013 Curriculum for the subject of Indonesian Language and Literature for grade VIII. Based on the results of the assessment by partner teachers and the analysis by curriculum experts, the material in this LKS aligns with learning objectives that focus on developing literacy skills and literary appreciation. According to Putri and Wibowo (2020), the suitability of teaching materials to the curriculum is crucial for the effective learning process and the development of optimal student competencies.

The group of materials in this LKS is also considered quite comprehensive, covering various important aspects, such as introductions to types of literary texts, analysis techniques, and language creativity development activities. With adequate completeness of the material, students gain a comprehensive and continuous understanding of the learning process. This aligns with Hamzah's (2017) findings, which suggest that comprehensive teaching materials can facilitate a deeper understanding of the entire subject matter in a structured manner among students.

However, partner teachers suggest that the material be further strengthened with additional sources and contextual references so that students can broaden their horizons and relate their learning to the real world. Research by Amelia and Handayani (2019) supports this, stating that material deepening will be more optimal if teaching materials are supplemented with various supporting teaching sources and relevant, actual examples. The suitability of the

curriculum in the LKS "Detektif Ulasan" is also evident in the integration of character values and 21st-century skills, such as critical thinking, creativity, communication, and collaboration. The Ministry of Education and Culture (2018) emphasizes that teaching materials must support the development of these competencies, enabling students to face global challenges. This is one of the advantages of LKS, which can combine material content and skill competencies in a harmonious manner. Thus, although the costs and concepts for developing these teaching materials are appropriate and quite complete, there is room for improvement in terms of providing supporting materials and variations in learning resources. Continuous development of curriculum-based teaching materials is important to ensure that LKS is always relevant to learning needs and the development of science (Putri & Wibowo, 2020; Hamzah, 2017).

CONCLUSION

Based on the evaluation results of the "Detective Review" Student Worksheet in Indonesian Language and Literature learning for class VIII MTs Al-Riyadl, it can be concluded that this teaching material has a good level of feasibility in terms of ease and understanding of the material, suitability with the 2013 curriculum, and completeness of the material presented. The material in the Student Worksheet aligns with the applicable competency standards and basic competencies, enabling significant improvement in student understanding. However, several aspects need improvement, such as introducing more creative activity variations and adjusting work time to be more effective. The assessment of partner teachers also confirmed that this Student Worksheet is suitable for use with several recommendations for further development.

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