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RESEARCH ARTICLE

Design and validation of problem-based learning student worksheets for Pancasila and Civic Education: A case study in junior high school

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ABSTRACT

Student worksheets (LKPD) serve as learning resources that contain a series of activities and exercises designed to facilitate and enhance students' understanding of learning materials. This study focuses on designing and validating problem-based learning (PBL) student worksheets for Pancasila and Civic Education (PPKn) to support the learning process of seventh-grade students at SMP IT Bina Insan Batang Kuis. The research follows the Research and Development (R&D) method using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. Data collection was conducted using questionnaires, and validation was carried out by three experts from the postgraduate program at Universitas Negeri Medan. The study reached the development phase, in which the feasibility of the designed LKPD was evaluated by expert validators. The validation results indicate that the content expert rated the LKPD at 90.75% (highly feasible), the language expert at 92.50% (highly feasible), and the learning design expert at 95.50% (highly feasible). These findings suggest that the developed PBL-based student worksheets are highly valid and suitable for use in Pancasila and Civic Education learning for junior high school students.

KEYWORDS

Problem-based learning; student worksheets; Pancasila and Civic Education; junior high school; design and validation; learning materials development

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1. Introduction

Education is a conscious and planned effort to create a learning environment and learning process that enables students to actively develop their potential, making them skilled and character-driven individuals (Manullang, 2005). According to Law

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No. 20 of 2003 on the National Education System (UU SISDIKNAS), education is a conscious and planned effort to create a learning atmosphere and learning process that allows students to actively develop their potential, including spiritual strength, self-control, and responsibility to society, the nation, and the state. The goal of national education is to develop students' potential so that they become faithful and pious individuals with noble character, good health, knowledge, competence, creativity, independence, and the ability to be democratic and responsible citizens.

Achieving national education goals can be integrated into relevant subjects, such as PPKn. PPKn is a compulsory subject at all educational levels, including junior high school (SMP). This subject focuses on forming citizens who understand and can exercise their rights and obligations as intelligent, skilled, and character-driven Indonesian citizens, as mandated by Pancasila and the 1945 Constitution (Depdiknas, 2008). PPKn as a learning program does not solely emphasize cognitive aspects but comprehensively covers affective and psychomotor domains.

Teachers, as educators, must design engaging and enjoyable learning processes to achieve national education goals. They should also be able to generate creative ideas for implementing innovative learning models, engaging learning resources, effective teaching media, and the use of information and communication technology (ICT) (Bukit, 2022). In schools, the most commonly used learning resource is the PPKn textbook under the 2013 curriculum. However, no other supporting learning materials, such as Student Worksheets (LKS) or Student Worksheets (LKPD), are available.

LKPD is a learning resource that can be used by both teachers and students during the learning process. The development of teaching materials such as LKPD, syllabi, lesson plans (RPP), teaching media, and evaluation tools is part of a teacher's pedagogical competence. Therefore, teachers need to develop well-structured LKPD to achieve learning objectives. Teaching materials in the form of LKPD should be designed according to students' needs and characteristics to enhance their knowledge and learning outcomes.

Initial information from interviews with homeroom teachers of seventh-grade students at SMP IT Bina Insan revealed that teachers had never developed LKPD before. As a result, teachers relied solely on textbooks and available learning resources in their surroundings. In practice, they used publisher-provided LKPD, which contained subject matter and student activities but failed to present real-world problems relevant to students' environments. Consequently, students struggled to grasp concepts effectively. Ideally, developing teaching materials such

as LKPD should be part of a teacher's pedagogical competence, but in reality, teachers only use the materials provided by the school (Table 1).

Table 1. Students needs questionnaire

Question	Percentage	
	Yes	No
Do you have a textbook from school to study?	90%	10%
Does the textbook look interesting to you?	28%	72%
Do you find it difficult to learn if you only use textbooks from school?	75%	25%
Do you look for other textbooks to help you study?	88%	12%
Are you familiar with learner LKPD?	90%	10%
Are you familiar with PBL (Problem Based Learning) based LKPD?	15%	85%
Have you ever used PBL-based LKPD?	10%	90%
Are you interested in using PBL-based LKPDs that help you improve learning outcomes?	90%	10%

The use of LKPD in learning can help students practice problem-solving skills, promoting independent and group learning both in school and at home (Riza et al., 2020). A survey of 24 seventh-grade students at SMP IT Bina Insan in the 2024/2025 academic year revealed that students rely on additional textbooks for learning. Furthermore, they expressed interest in using PBL-based LKPD to improve their learning outcomes. LKPD helps them overcome difficulties in studying PPKn and enhances their academic performance. This indicates that students need additional learning materials and are interested in LKPD to support their learning.

Therefore, developing PBL-based LKPD as supplementary learning material is necessary to facilitate students' individual and group learning. Student Worksheets (LKPD) are learning resources containing various activities and exercises designed to facilitate and enhance students' understanding of the learning material, tailored to students' conditions and situations (Anggraini & Wardani, 2020). LKPD used in PPKn learning is expected to encourage students to be more active and creative, thus making the learning process more effective. Learning can proceed smoothly if the LKPD used aligns with students' needs. Teachers, as educators, must design engaging and enjoyable learning experiences to achieve national education goals.

Using LKPD allows teachers to optimize their teaching by providing guidance to struggling students, reinforcing learning, and training students in problem-solving. Through LKPD, students are encouraged to actively develop their thinking skills by searching, questioning, and reasoning (Suhadi, 2007). One advantage of LKPD is that teachers can customize the content to match the material being taught, ensuring a smoother learning process.

2. Literature review

2.1. Student worksheets

LKPD, previously known as student workbooks (LKS), are the simplest teaching materials since their main components are not just explanations of material but also various activities that students can perform to meet curriculum core competencies and learning indicators (Kosasih, 2020). LKPD can serve as an alternative supplementary learning resource that aids in the teaching process. It helps teachers guide and assign tasks to students more efficiently.

In LKPD, instructional content consists of questions or statements that students must answer. Student worksheets can also be defined as printed teaching materials. They consist of sheets containing material, summaries, and instructions on how to complete specific tasks aligned with the core competencies that students must achieve (Prastowo, 2011). Each LKPD includes a brief explanation of the material, objectives of the activities, necessary tools and materials, discussion questions, conclusions from the discussion, and practice exercises. Therefore, LKPD can be defined as sheets used by students as a guide in the learning process. These sheets also contain tasks in the form of questions or activities that students must complete.

Arsyad (2014) states that several advantages of using LKPD in the learning process include (1) Clarifying messages and information, making learning more efficient and improving learning outcomes; (2) Increasing motivation by directing students' attention towards their learning goals, allowing them to study independently according to their abilities and interests; and (3) Reducing limitations in learning that students might face.

Sungkono (2009) identifies several characteristics of a good LKPD, including (1) Presenting questions and activities that students must complete, such as experiments and introductory texts; (2) Providing a summary of the material that is not too broad but still includes essential tasks for students; and (3) Including key components such as an introduction, preface, table of contents, and other necessary elements.

2.2. PBL

Problem-Based Learning (PBL) is an instructional approach in which students are presented with problems and trained to solve them using their knowledge and skills. This approach encourages students to develop critical thinking skills and become proficient problem solvers (Syamsidah & Hamidah, 2018).

PBL is defined as a student-centered learning approach that focuses on active and collaborative exploration of knowledge through real-world problems and case studies. This definition highlights how PBL fosters student collaboration and teamwork in solving problems that exist in society. Based on these expert opinions, PBL can be concluded as a learning model that guides students to learn through real-world problems. Through a systematic learning process, students are directed to find solutions to these problems by collecting and analyzing data and information.

Johnson (as cited in Trianto, 2010) outlines five steps in group activities within PBL: (1) Defining the problem – creating a problem based on specific events that contain conflicts so that students can understand the issue. Teachers encourage students to share their perspectives on the problem; (2) Identifying the problem – determining the causes of the problem; (3) Developing alternative strategies – Testing each strategy through class discussions; (4) Selecting and implementing the chosen strategy – making decisions about which strategy to use; and (5) Evaluating the process and outcomes – assessing the effectiveness of the applied solution.

Sanjaya (2010) outlines several advantages of PBL: (1) Students gain a deeper understanding of concepts since they discover them independently; (2) Students are actively engaged in problem-solving, requiring higher-order thinking skills; (3) Learning becomes more meaningful as it aligns with students' existing knowledge structures; and (4) Students experience direct benefits from learning, as the problems they solve provide them with real-life experiences.

However, Djamarah (2009) points out several challenges in implementing PBL: (1) Identifying problems with an appropriate level of difficulty that matches students' thinking abilities, knowledge, and experiences; (2) PBL requires a longer learning duration compared to traditional methods; and (3) Transitioning students from a passive learning style (listening and receiving information from teachers) to an active inquiry-based approach takes time and effort.

3. Methods

This study is a R&D study referring to the ADDIE model. According to Mulyatiningsih (2011), the ADDIE model is a comprehensive model and is considered more rational compared to other models. The ADDIE model consists of five stages: analyze, design, development, implementation, and evaluation (Gafur, 2012).

The data collection instruments used in this study include unstructured interviews and feasibility assessment questionnaires evaluated by experts. The data analysis technique is descriptive quantitative analysis, which involves calculating the percentage of indicators for each category in the developed LKPD. The percentage results are then interpreted into qualitative statements (Table 2).

Table 2. Criteria for assessing the validity of LKPD by experts

Score interval	Criteria
3,50 ≤ Rv 4,00	Very valid
2,50 ≤ Rv 3,50	Valid
1,50 ≤ Rv 2,50	Invalid
1,00 ≤ Rv 1,50	Very invalid

Source: Wahyuni et al. (2021)

4. Results

The following table presents the final percentage assessment of the feasibility of the PBL student worksheet (LKPD) by subject matter experts, instructional design experts, and language experts (see Table 3).

4.1. Feasibility test results by subject matter experts

Based on the feasibility test conducted by Dr. Deny Setiawan, M.Si., the first assessment resulted in a score of 81.25%, categorized as feasible. In the second assessment, the percentage increased to 90.75%, categorized as highly feasible. Therefore, it can be concluded that the content of the PBL-based Pancasila and Civic Education (PPKn) LKPD is highly suitable for teaching students. The developed LKPD is contextual and relevant to students' daily lives, both in family and school environments.

4.2. Feasibility test results by instructional design experts

According to the first assessment by Dr. Samsidar Tanjung, M.Pd., the LKPD design received a score of 73.00%, categorized as moderately valid. In the second assessment, the score improved to 95.50%, categorized as highly feasible. The evaluation by the design expert confirmed that the design quality of the PBL-based LKPD had significantly improved.

Table 3. Components of PBL-based LKPD

Components of PBL	View
Cover	
Brief material	
Presenting the problem	
Organizing students in groups	
Discuss and finds other sources	
Design problems, present and conclude in front of the class	

Enhancements were particularly made in color composition, cover design, paper size, and the use of images and illustrations, which were harmonized with the LKPD's front layout. Initially, the cover design was too plain, lacked color variations, and had

an improper title placement that did not align with the content. Additionally, symbol placements were unclear, making the LKPD less visually appealing. Based on expert feedback, color schemes and title positioning were redesigned to be more engaging. Excessive text was also reduced to prevent student boredom.

Moreover, the PBL components were integrated into the LKPD design, including problem orientation, problem formulation, student organization in groups, data presentation, and conclusion formulation.

4.3. Feasibility test results by language experts

According to the first assessment by Dr. Wisman Hadi, S.Pd., M.Hum., the LKPD received a score of 65.75%, categorized as Moderately Feasible. In the second assessment, the score improved to 92.59%, categorized as highly feasible.

The PBL-based LKPD, validated by language experts, was deemed appropriate for classroom implementation. This aligns with Arum (2016:240), who stated that the language used in LKPD must be adjusted to match students' comprehension levels to enhance learning effectiveness.

5. Conclusion

Based on the feasibility assessment conducted by the expert team, the PBL-based LKPD received a feasibility score of 90.75% from the subject matter expert, categorizing it as highly feasible. The language expert provided a feasibility score of 92.50%, also in the highly feasible category. Meanwhile, the instructional design expert gave a feasibility score of 95.50%, classifying it as highly feasible as well. Therefore, it can be concluded that the PBL-based LKPD is highly suitable for use in PPKn learning, particularly for the topic of norms and justice.

Conflict of interest

The authors declare that they have no conflict of interest.

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