

Exploration Of The Use Of Early Childhood Student Worksheets (LKS) Media Based On Multiple Intelligence

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Abstract

Learning media is a forum for educators in an educational institution to convey material that will be delivered to students. There are many learning media used by educators, one of which is the LKS used by teachers at RA Ulul Albab, but the LKS used by teachers - Teachers at RA Ulul Albab is the work of teachers at that institution. This research describes the process of preparing Multiple Intelligence-based worksheets with an independent curriculum at RA Ulul Albab, Kaliwates District, Jember Regency. This research uses a qualitative approach. This determination technique uses a purposive sampling technique. The data collection techniques are interviews, observation, and documentation. The data analysis technique uses Miles and Huberman. Based on the research results, it can be concluded that the preparation of Multiple Intelligence-based LKS can meet the achievement standards for children at RA Ulul Albab, and this is proven by the many institutions both in East Java Province and outside Java that use LKS that have been prepared by RA Ulul Albab teachers and the team. Another. The preparation of multiple intelligence-based LKS also combines the latest curriculum so that every year, there are updates to the LKS that have been prepared. The existence of LKS that have been prepared by RA Ulul Albab teachers is very helpful for teachers in the teaching and learning process; apart from the attractive appearance, the LKS contains more pictures than writing, so that students are interested in the LKS. Evaluation activities are always carried out by the LKS preparation team once a year so that the LKS prepared always follows the latest curriculum and is based on Multiple Intelligence in accordance with the vision and mission of RA Ulul Albab Jember.

Keywords: Media, Multiple Intelligence, Student Worksheets (LKS)

Abstrak

Media pembelajaran merupakan wadah bagi para pendidik pada suatu lembaga pendidikan untuk menyampaikan materi yang akan disampaikan kepada peserta didik. Media pembelajaran yang digunakan oleh para pendidik banyak sekali, salah satunya adalah LKS yang digunakan oleh guru-guru di RA Ulul Albab, namun LKS yang digunakan oleh guru-guru di RA Ulul Albab merupakan hasil karya guru-guru di lembaga tersebut. Penelitian ini mendeskripsikan proses penyusunan LKS berbasis Multiple Intelligence dengan kurikulum merdeka di RA Ulul Albab Kecamatan Kaliwates Kabupaten Jember. Penelitian ini menggunakan pendekatan kualitatif. Teknik penentuan ini menggunakan teknik purposive sampling. Teknik pengumpulan datanya adalah wawancara, observasi, dan dokumentasi. Teknik analisis data menggunakan Miles dan Huberman. Berdasarkan hasil penelitian dapat disimpulkan bahwa penyusunan LKS berbasis Multiple Intelligence dapat memenuhi standar prestasi anak di RA Ulul Albab, hal ini terbukti dengan banyaknya lembaga baik di Provinsi Jawa Timur maupun luar Pulau Jawa yang menggunakan LKS yang telah disiapkan oleh guru RA Ulul Albab dan tim lain. Penyusunan LKS berbasis kecerdasan majemuk ini juga memadukan kurikulum terbaru sehingga setiap tahunnya selalu ada pembaharuan terhadap LKS yang telah disusun. Adanya LKS yang telah disusun oleh guru RA Ulul Albab sangat membantu guru dalam proses belajar mengajar; Selain tampilannya yang menarik, LKS lebih banyak memuat gambar dibandingkan tulisan, sehingga siswa tertarik dengan LKS tersebut. Kegiatan evaluasi selalu dilakukan oleh tim penyusun LKS setiap satu tahun sekali agar LKS yang disusun selalu mengikuti kurikulum terkini dan berbasis Multiple Intelligence sesuai dengan visi dan misi RA Ulul Albab Jember.

Kata Kunci: Media, Multiple Intelligence, Lembar Kerja Siswa (LKS)

INTRODUCTION

In Indonesia, Education is a coaching effort to improve human resources (HR). This form of development effort begins with early childhood education, which is carried out within the scope of the family, community, and government through guidance, teaching, and training, with the aim of creating a quality generation for the nation. This is based on Law of the Republic of Indonesia no. 20 of 2003 concerning the National Education System Chapter 1 Article 1, namely: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, morals. noble, as well as the skills needed by himself, the nation, and the state." ¹

¹ Undang-Undang Republik Indonesia, 2013.

Early childhood education is the level of Education that every student undergoes before entering primary Education or primary school. Early childhood education is a coaching effort aimed at providing complete stimulation, namely educational stimulation, to help physical and spiritual growth and development.²

This is in accordance with the Early Childhood Development Achievement Level Standards (STPPA), which explains that the criteria for abilities achieved by children in all aspects of development and growth include 6 aspects, religious and moral values, physical-motor, cognitive, language, social-emotional, as well as art.³

To achieve these 6 aspects, efforts need to be made by education, including the need for educational methods, students/students, a supportive environment, quality of learning, evaluation tools and curricula which are components of education that play a role in realizing the achievement of educational goals.

According to Gagne in USEP, learning media is defined by the Association of Education and Communication Technology (AECT) as all forms and channels used to channel messages/information. All physical devices that can present messages and stimulate students to learn can be called media⁴ Learning media is useful for guiding and directing students to gain learning experience. The learning experience obtained by students depends on the interaction of students with the media.⁵ So that learning media that is appropriate and in accordance with learning objectives will improve learning outcomes. Learning media is a technical method that reinforces learning material so that it can arouse interest and motivation to participate in teaching and learning activities.

According to Senam, learning media are tools (intermediaries) given to students, and learning media is commonly used in PAUD education in the form of print media, educational game tools (APE), audiovisuals, and posters. One example of a form of learning media that is often used to support teaching and learning activities is Student Worksheets (LKS). LKS are included in printed learning media, which are tools to convey information from educators to students during the teaching and learning process. LKS has a function to make it easier to convey the

² Nofianti, Rita. *Dasar-Dasar Pendidikan Anak Usia Dini*. Tasikmalaya: Edu Publioshers, 2021

³ *Peraturan Pendidikan Dan Kebudayaan Republik Indonesia*, 2014

⁴ Usep, Kustiawan. *Pengembangan Media Pembelajaran Anak Usia Dini. Pengembangan Media Pembelajaran Anak Usia Dini*. Malang: Gunung Saamudra, 2016

⁵ Guslinda, and Kurnia Rita. *Media Pembelajaran Anak Usia Dini*. Jakad Publishing. Surabaya: Jakad Publisher, 2018

desired information.⁶ However, in reality, educators have not implemented enough learning media.

Based on initial observations, data was obtained that RA Ulul Albab had implemented the Independent Curriculum. RA Ulul Albab simply facilitates its students with various learning media that educators use in their learning, including visual media (worksheets/thematic modules, story books, and posters), educational game tools, audio media, as well as examples of concrete objects and the natural world around them. The thematic-scientific module created by the RA Ulul Albab Institute presents interesting game activities that develop and hone aspects of children's development, including affective, cognitive, language, and psychomotor. Tjitji Wartisah explained that activities in learning using modules are presented thematically with a scientific approach so that children can learn optimally according to their development, as well as instilling cultural and educational values and national character which are integrated into every activity⁷. The thematic module contains several subthemes related to the theme. Meanwhile, in learning, sometimes the teacher still has to create activities that are outside the teaching module because they are not suitable for the students, such as in the teaching module with the theme My Family, which contains the students' task of coloring family members but the teacher makes an activity of cutting out family members on sheets of paper, which has a picture. This shows that the teaching modules used are still not in accordance with the independent curriculum.

RESEARCH METHODS

This type of approach is qualitative. The research location studied was RA Ulul Albab, which is located in Kaliwates District, Jember Regency. This determination technique uses a purposive sampling technique. This technique is a technique of taking data sources with certain considerations, for example, the person who is considered to know best about what we expect, or perhaps he or she is the authority so that it will make it easier for the researcher to explore the object/social situation being studied. This technique is used to obtain information or data. The subjects of

⁶ Putri, Agung. "Pengembangan Lembar Kerja Siswa (LKS) IPA Berbasis ICT Sebagai Media Pembelajaran." *Jurnal Pendidikan Dan Pembelajaran Dasar* 5 No. 2 (2018): h. 242

⁷ Tjitji, Wartisah. *Tematik Saintifik Alat Komunikasi*. Jakarta: Erlangga, 2015

this research were the principal of RA Ulul Albab, the educators of RA Ulul Albab, and the RA Ulul Albab group A students. They were chosen as research subjects because they mastered the conditions and symptoms being studied. The data collection techniques used are observation, interviews, and documentation.

RESULTS AND DISCUSSION

1. Planning Process for Preparing LKS based on *Multiple Intelligence*

According to Gerlach and Erly, as quoted by Azhar Arsyad, media, if analyzed in broad terms, is material, people, and events that build conditions that enable students to acquire knowledge, skills, or attitudes. In this sense, teachers, textbooks, and the school environment are media⁸. Ali Mudhlofir believes that learning media, namely as an intermediary or messenger of messages from the sender to the recipient, has the motivation to learn so that it is hoped that they can obtain more satisfying learning results, while the form can be printed or non-printed.⁹

Planning is an activity process that systematically presents the activities carried out to achieve certain goals. Planning can also be interpreted as determining the goals, budget, policies, procedures, and programs of an organization. The purpose of planning is to determine the costs, regulations, and guidelines that will be implemented. Hadari Nawawi explained the meaning of planning, namely, a step to solve problems when carrying out activities while remaining focused on achieving certain goals.

RA Ulul Albab itself uses student worksheets as a means of infrastructure in its learning activities. Based on observations, the RA Ulul Albab institution has also prepared worksheets for use in the Multiple Intelligence-based teaching and learning process, which has been running for four years. According to Howard Gardner, as an expert on multiple intelligences, he explains that multiple intelligences is a term for multiple intelligences, namely various types of intelligence that are developed in children in the form of daily learning¹⁰.

⁸ Azhar, Arsyad. 2013. *Media Pembelajaran*. Jakarta: PT. Rajawali Pers.

⁹ Ali, Mudhlofir. *Desain Pembelajaran*. Jakarta: Rajawali Pers, 2016

¹⁰ Howard, Gardner. *Multiple Intelligences, Kecerdasan Majemuk Teori Dalam Prqktik*. Batam: Interaksara, 2003

Planning is a step by step to solve problems when carrying out activities while remaining focused on achieving certain goals¹¹. So, the process of preparing multiple intelligence-based LKS is planned six months before the new school year, so a team is needed first, including the school principal, teacher, editor, and publisher. The teacher works according to his/her field; for example, if the teacher specializes in the arts, the teacher makes a worksheet about interpersonal skills, but before that, the teacher needs to look at several things that need to be achieved in the future achievement of the students, so that when the worksheet is used, it can be in accordance with the child's achievement standards and the child's needs. Education should be in accordance with the vision and mission of the institution.

In preparing the Multiple Intelligence LKS, there is a collaboration between the Merdeka Curriculum and Multiple Intelligence. The Merdeka Curriculum is a curriculum that is implemented by developing the profile of students so that they have souls and values that are in accordance with the contents of the five principles of Pancasila as provisions for their lives¹². One example of preparing LKS is that the title of the book uses a major theme in the independent curriculum, but the content of the LKS uses Multiple intelligences in accordance with the vision and mission of the Institution.

Apart from forming a team in preparing LKS, the role of the Foundation can also help teachers in the process of compiling LKS through funding during the preparation process, the Foundation also provides training to teachers on how to create good learning.

2. Implementation of the Use LKS based on *Multiple Intelligence*

According to Westra, implementation is an effort made to implement all plans and policies that are formulated and determined by completing all the necessary tools, who will carry it out, where it will be implemented, and when it will start. In the process of implementing/applying multiple intelligence-based LKS, the teacher first prepares the module according to the worksheet that has been created together and then teaches it to students according to the

¹¹ Hasan, Hariri, and Dkk. *Manajemen Pendidikan*. Yogyakarta: Media Akademi, 2016

¹² Safitri, A., D Wulandari, and Herlambang Y.T. "Proyek Penguatan Profil Pelajar Pancasila: Sebuah Orientasi Baru Pendidikan Dalam Meningkatkan Karakter Siswa Indonesia." *Basicedu* 6, no. 4 (2022): 7076–86.

area center learning model. The area learning model is a learning model that provides more opportunities for children to choose their own activities according to their interests and prioritizes meaningful learning experiences¹³. In the implementation process, not everything is carried out because teaching and learning activities at RA Ulul Albab do not only refer to the LKS, but there are also practical activities and parental involvement in activities/tasks carried out with parents so that children's achievements are still achieved.

There are obstacles in the process of implementing the LKS application itself, including if there are children who have difficulty reading or are not able to focus on what the teacher is saying. In implementing the LKS, it is usually used at the beginning of each day's activities; in each day, there are three activities, and one of them must use the LKS. However, in semester 2, LKS was rarely used compared to semester one because there were more practical activities that were hampered by the large number of holidays.

The positive impact of compiling the LKS itself is that teachers feel they have a learning reference for the next year. In the LKS, there are also instructions for activities for new teachers, making the teaching and learning process easier for teachers. LKS helps develop Multiple Intelligences within a period of 6 months - 1 year. Apart from the positive impact felt by teachers, there is also a positive impact seen by teachers on their students, namely that students seem very interested in their LKS in every activity; apart from that, teachers see that students are more initiative and independent in working on LKS in their free time without being asked or without any direction from the teacher. Apart from teachers and students, publishers are also interested, so they provide a lot of help.

In the marketing process, the Principal of RA Ulul Albab also promotes his LKS in various regions; apart from being used by RA Ulul Albab himself, the LKS made by RA Ulul Albab is also widely used in various institutions and regions, one of which is Lumajang and even outside Java, such as Bali.

3. Evaluation of the Use LKS based on *Multiple Intelligence*

¹³ Suyadi, and Dahlia. *Implementasi Dan Inovasi Kurikulum Paud 2013*. Bandung: Remaja Rosdakarya, 2014

Evaluation comes from the word evaluation. This word was absorbed into the vocabulary of Indonesian terms with the aim of maintaining the original word with a slight adjustment of the Indonesian pronunciation to become "evaluation." Evaluation is the activity of looking for something valuable about something, also including looking for information that is useful in assessing the existence of a program, production, procedures, and alternative strategies proposed to achieve predetermined goals.

According to Tyler, as quoted by Sahlan, evaluation is a process of determining the extent to which educational goals have been achieved. Many definitions have been put forward by experts, but in essence, evaluation always contains information and policy issues, namely information about the successful implementation of a program, which is then used to determine the next study.

From the description above, it can be concluded that evaluation is the final activity as a determination from the beginning of the planning process until the product is marketed to consumers, and from this evaluation, it will contain information and policy issues regarding the success of a program which will then determine the next study.

Evaluation activities are always carried out by the LKS preparation team once a year so that the LKS prepared always follows the latest curriculum and is based on Multiple Intelligence in accordance with the vision and mission of the RA Ulul Albab Jember Institute.

The evaluation of the use of LKS (Student Worksheets) carried out at RA Ulul Albab considers several factors as follows: 1) Learning Achievements: The evaluation carried out by RA Ulul Albab on the use of LKS ensures that the LKS is in accordance with the learning outcomes for early childhood which are adjusted to institutional vision and mission; 2) Suitability to Child Development: The worksheets that have been prepared and used by RA Ulul Albab are adapted to children's multiple intelligences, this is so that the Institution's vision can be achieved optimally; 3) Appropriateness to Cultural Context: The worksheets used at RA Ulul Albab Jember take into account the local cultural context so that the material presented can be understood well by

children, for example the involvement of material about Jember Regency; 4) Conformity to the Curriculum: Evaluation of the LKS carried out by RA Ulul Albab Jember ensures that the LKS is in accordance with the curriculum applicable to children, both the national curriculum and the curriculum prepared by the RA Ulul Albab educational institution; 5) Learning Effectiveness: Evaluation of the LKS used at RA Ulul Albab Jember measures the extent to which the use of LKS can improve the understanding and skills of young children in accordance with the set learning objectives; 6) Creativity and Uniqueness: The worksheets used at RA Ulul Albab Jember measure effectiveness for children and often combine elements of creativity, fun and uniqueness to attract children's attention and facilitate enjoyable learning.

CONCLUSION

Based on the research results, it can be concluded that the preparation of Multiple Intelligence-based LKS is able to meet the achievement standards for children at RA Ulul Albab, and this is proven by the many institutions both in East Java Province and outside Java that use LKS that have been prepared by RA Ulul Albab teachers and the team. Another. The preparation of multiple intelligence-based LKS also combines the latest curriculum so that every year, there are updates to the LKS that have been prepared. The existence of LKS that have been prepared by RA Ulul Albab teachers is very helpful for teachers in the teaching and learning process; apart from the attractive appearance, the LKS contains more pictures than writing, so that students are interested in the LKS. Evaluation activities are always carried out by the LKS preparation team once a year so that the LKS prepared always follows the latest curriculum and is based on Multiple Intelligence in accordance with the vision and mission of RA Ulul Albab Jember.

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