Student Worksheets (LKS) as an Alternative Assessment for Blended Learning in Elementary Schools

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A B S T R A K

Sekolah merupakan salah satu perwujudan pendidikan secara formal yang didalamnya terjadi interaksi antara guru dengan siswa dalam kegiatan pembelajaran. Tujuan dari penelitian ini adalah mendeskripsikan aktivitas belajar siswa melalui penggunaan LKS sebagai asesmen alternatif dalam pembelajaran blended learning di sekolah dasar. Pendekatan dalam penelitian ini adalah deskriptif kualitatif dengan menggunakan teknik campuran (*Mixed Method*) yaitu menggabungkan antara penelitian kuantitatif dan kualitatif. Perhitungan data dilakukan secara kuantitatif dan dideskripsikan secara kualitatif. Teknik pengumpulan data menggunakan instrumen lembar observasi aktivitas siswa. Teknik analisis data menggunakan analisis hasil lembar observasi aktivitas siswa melalui presentase secara deskriptif kuantitatif. Berdasarkan rincian perolehan persentase dari setiap indikator yang terdapat pada instrumen lembar observasi aktivitas belajar siswa dapat diketahui bahwa perolehan presentase aktivitas belajar siswa secara klasikal mendapatkan presentase sebesar 92.58% dengan kategori Sangat tinggi. Dengan demikian dapat disimpulkan bahwa lembar kerja siswa (LKS) sebagai asesmen alternatif dapat meningkatkan aktivitas belajar siswa melalui pembelajaran *blended learning*.

A B S T R A C T

School is one of the manifestations of formal education in which interactions occur between teachers and students in learning activities. The purpose of this study is to describe student-learning activities in using LKS as an alternative assessment in blended learning in elementary schools. This study used descriptive qualitative approach using mixed method technique, which combines quantitative and qualitative analysis. Data calculations were carried out quantitatively and described qualitatively. The data collection technique was observation of student activities. The data analysis technique uses an analysis of the results of the student activity observation sheet through a quantitative descriptive presentation. Based on the details of the percentage for each indicator, it can be seen that the students' learning activities classically obtain a score percentage of 92.58% in the very high category. Thus, it can be concluded that students' worksheets (LKS) as an alternative assessment can increase students' learning activities through blended learning.

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INTRODUCTION

School is one of the manifestations of formal education in which interaction between teachers and students occur in learning activities in the classroom. Everyone needs formal and informal higher education because education is a basic need today. Elementary school level is the stage of building the initial foundation for students' knowledge. A teacher is required to provide meaningful learning and experience for their students (Long Life Education) (Putri, 2022). Elementary school is basically an educational institution that organizes a six-year education program for children aged 6-12 years (Meristin, 2022). Formal education in elementary schools is inseparable from the role of a teacher as well as facilities and infrastructure to support learning activities (Lou et al., 2012). The main role of the teachers in learning activities in the classroom is to create a enjoyable learning situation and to become a facilitator of students in the classroom in all respects. There are several factors that influence students' satisfactory learning outcomes, namely teacher as a facilitator in learning, supporting facilities and infrastructure, and the complete learning tools (Arta et al., 2019). In addition to these supporting components, a successful learning process cannot be separated from the role of a teacher in managing learning so that learning objectives can be delivered to students (Cahyani et al., 2021).

Due to the outbreak of the covid-19 virus that has hit the whole world, schools conducted learning activities through an online system. In November 2021, elementary schools have started implementing a blended learning system. Blended learning is a learning system that combines various approaches to learning, namely face to face learning, computer-based learning, and online-based learning with internet media or mobile learning. Blended learning is considered effective because it helps minimize the shortcomings of each model so that students can experience huge benefits from face-to-face learning models and technology-based learning (Yulianti et al., 2021). This blended learning is truly necessary in consideration of the increasingly prevalent covid-19 virus in order to reduce the psychological impact on elementary school students. In one of the research journals, it is explained that the impact of distance learning on children's psychology or psychology includes: (1) children feel that they do not master the learning material taught, lack of guidance from parents, causing excessive stress; (2) children prefer to be alone, silent and less socialized; (3) children become addicted to cell phones; (4) children become lazy; (5) children become irritable because of the many homework assignments (Putra et al., 2022).

With the implementation of a blended learning system, teachers must think about how to design learning to be innovative and creative so that teachers may avoid problems in providing assessments to students and vice versa. Giving assessments high enough tests and non-tests given by the teacher at the end of the lesson is something that should not be missed so that the teacher knows the level of students' understanding of the material that has been explained by the teacher during the core activities. Another output of the assessment activities carried out by the teacher is to know the students' learning outcomes in achieving the predetermined Minimum Completeness Criteria (KKM). The purpose of evaluation is to assess something. The word evaluation means to assess (through the process of measuring) (Mahardika Arsa Putra et al., 2021). Evaluation is "a systematic process of determining the extent to which instructional objectives are achieved by pupils" (Ramadhani et al., 2022).

One form of evaluation carried out by teachers is by giving test questions in the form of student worksheets (LKS) as an alternative assessment to measure the results of student learning activities. One of the reasons why LKS was chosen as an alternative assessment is because it is designed to be done in groups so that it can increase students' learning motivation. Besides, it also fosters an empathetic attitude and fosters a sense of socialization towards fellow friends after online learning has been carried out for 2 years. Student worksheets contain a set of basic activities that must be carried out by students to maximize understanding in an effort to develop basic abilities according to the indicators of achievement of the results taken (Ratnawati, 2019). LKS can make it easier for teachers to convey learning materials and streamline time, and will cause interaction between students and teachers in the learning process. LKS is teaching material that has been recognized in such a way that students are expected to learn the teaching material. The specific advantage of using LKS is that students can find concepts from the material studied independently based on the guidance provided by researchers in teaching. Students in elementary school

are still very fond of and interested in playing and learning in groups. A teacher must be able to see opportunities and be able to take advantage of this opportunity by packaging it into a group learning (Utami et al., 2021). Each student in the class has their own character and uniqueness, each student has the ability to find out, process, analyze data and draw conclusions about what they are doing or observing. With the provision of LKS, students can explore knowledge cognitively together with friends in one group (Musa Azhari et al., 2022). In one group, the teacher should guide students in the division of study groups because the uniqueness of each student makes each student different from cognitive, affective, and psychomotor matters so that the group can be heterogeneous (Wulandari et al., 2022). In delivering learning, teachers are supposed to use the right model, method, and strategy so that learning objectives can be achieved with various conditions of students in the classroom. LKS can be more interesting and contextual to the situation and conditions of the school or socio-cultural environment if it is made by the class teacher himself in accordance with the learning objectives to be achieved. Based on the above background, the researcher is interested in conducting a study entitled "Student Worksheets (LKS) as an Alternative Assessment in blended Learning in Elementary Schools".

METHODS

This research was conducted at SDN Banyu Urip IX Surabaya. The object of this research was grade IV students in science lessons with a total of 24 students. The research was a descriptive research with a quantitative approach. Descriptive research is conducted to determine the value of independent variables, high enough one variable or more (independent) without making comparisons, or connecting with other variables. While the approach uses quantitative because it uses numbers, starting from data collection, interpretation of the data, and appearance of the results (Wahyuni et al., 2022). The purpose of this research is to produce an accurate description of a group of fourth grade elementary school students who were lacking of interest in participating in the learning process due to the post-pandemic. For 2 years, teachers had used an online learning system, so the right strategy is needed to design learning; one of which is to provide LKS as an alternative assessment in increasing students' learning activities.

The data were collected through observation sheets in the form of questionnaire that was done by by providing a set of questions or written statements that are closed or open to be answered by respondents. In collecting research data, researchers themselves distributed questionnaire directly to provide explanation or instruction about that they do not understand, to make it easier for students to fill it out, and to obtain valid data as they observe the students do it without the help of others (Khairunnisa et al., 2022).

The data analysis technique used the results of students' learning observation which were described and presented using numbers and percentages. The data obtained from respondents were then classified, tabulated and grouped from the highest, medium, and low. The following is the formula for calculating student learning activities (Sholeh et al., 2021).

$$AP = \frac{\sum P}{\sum P} \, x \, 100\%$$

The criteria for the level of success of student activity is determined using the reference:

Table 1. Students' Learning Activity Achievement Categories

Classical Interval	Average (%)	Category
169-210	81-100	Very high
127-168	61-80	High
85-126	41-60	Fair
43-84	21-40	Low
0-42	0-20	Very low

RESULTS AND DISCUSSION
Results

The research conducted at SDN Banyu Urip IX was about the use of LKS as an alternative assessment to determine students' learning activities in blended learning. This research was assisted by two students who acted as field assistants to prepare all the needs used by researchers to teach and collect data. Some things that teachers need to prepare before teaching include: (1) prepare the material to be taught (in accordance with the lesson plan); (2) prepare teaching aids that will be used; (3) prepare questions and directions to stimulate student activeness; (4) analyze the student's situation, understand the weaknesses and strengths of students; (5) analyze the students' prior knowledge (Sultoni et al., 2020). In addition, several stages of preparation carried out by teachers before conducting research include:

(1) Planning stage. At this stage the teacher was assisted by students to prepare all the needs to conduct research and collect data in the field such as (a) making learning tools consisting of syllabus, rpp, question grids, LKS, individual assessment / evaluation sheets, teaching materials; (b) preparing learning media related to the material to be taught; and (c) preparing instruments for students' activity observation assessment sheets.

(2) Implementation stage. In the implementation stage, researchers carried out learning activities which ended with filling out a questionnaire conducted by observers with the aim of knowing how students' learning activities during learning by using tests in the form of LKS. Implementation activities consist of introductory, core and closing activities.

(3) Evaluation stage. At this stage the researcher conducted a review to the learning that has been done on the obstacles experienced by teachers and students during learning, facilities and infrastructure so that it can be used as a learning enhancement at the next meeting.

Discussion

At the beginning of the covid-19 outbreak, all school levels used an online-based learning system. As time goes by with the slowing down of the percentage of covid-19 transmission, the government allowed schools to conduct online and offline learning (blended learning). In this case, not all schools implement blended learning because the graph of covid-19 transmission was still not stable. One of the schools that implement a learning system using blended learning was SDN banyu Urip IX Surabaya. Some of the considerations were that blended learning was expected to foster students' motivation, improve students' learning outcomes, provide a more meaningful learning experience, and foster socialization among friends at school. When learning online, teachers have difficulty in determining assessment for students because teachers cannot directly monitor the tests given so that the final scores obtained by students have a fairly high tendency. The online learning system for ± 2 years also influenced the students' antipathy towards friends and the surrounding environment. Teachers gave worksheet activities to students when students did a class learning with the following general stages.

Preparation Stage
a. Teacher prepared complete learning tools.
b. Teacher managed the class situation before starting the lesson.
c. Teacher prepared learning resources that would be used such as teacher books, learning media, group test sheets (LKS).

Implementation Stage
a. Teacher started the lesson with greetings.
b. Teacher explained the material.
c. Teacher asked questions about the material that has been explained.
d. Teacher divided students into study groups.
e. Teacher gave a test (LKS) to be done with group members.
f. Teacher conducted the assessment;

Closing Stage
a. Teacher and students summarized the material.

b.   Teacher gave rewards to active groups.
c.   Teacher provided follow-up.
d.   Teacher closed the lesson with a greeting;

The following are the results of the questionnaire used by teachers to observe students' learning activities when working on the work sheets that consists of 23 indicators related to the learning syntax. The following are the data of the observation results:

**Table 2**. Observation Results of Students' Learning Activities

No		Student activity	Total	Percentage (%)
1		**Opening Activity**		
	a)	Students answered greetings	92	100 %
	b)	Students prayed together according to religion and beliefs	88	95.65 %
	c)	Students confirmed their attendance	92	100 %
	d)	Students participated in apperception activities handled by the teacher	85	92.39 %
	e)	Students answered the pretest questions given by the teacher before entering the core activities	74	80.43 %
	f)	Students listened to the teacher in delivery of learning objectives	88	95.65 %
2		**Core Activities**		
	g)	Students listened to the lesson delivered by the teacher	79	85.86 %
	h)	Students recorded important explanations delivered by the teacher	80	96.95%
	i)	Students were divided into heterogeneous groups consisting of 4-5 people	92	100 %
	j)	Students paid attention to the teacher's explanation when the teacher explained about the group working steps	87	94.56 %
	k)	Students were asked to do group assignment using student worksheets (LKS)	87	94.56 %
	l)	All students were involved in the discussion group	83	90.21 %
	m)	Students completed the worksheet on time	90	97.82%
	n)	Students reported the results of group work in front of class	92	100 %
	o)	Students actively asked questions to groups that were presenting the results of their team	85	92.39 %
	p)	Students worked on individual evaluation questions	92	100 %
	q)	Students completed the individual problem solving on time	82	89.13 %
3		**Closing Activities**		
	r)	Students answered the teacher's questions on material review activity	82	89.13 %
	s)	Students summarized the material	80	86.95 %
	t)	Students conducted follow-up activities in the form of re-reading the next material	78	84.78 %
	u)	Students who were active were given rewards from teacher	80	86.95 %
	v)	Students prayed together before going home	92	100 %
	w)	Students answered the teacher's greetings	92	100 %
		Total	**1959**	**92.58%**
		Category	**Very high**	

In Opening Activities (a) Students answered greetings; in this indicator the teacher starts the learning by greeting students with greetings "*Assalamualaikum* and good morning" all students enthusiastically answered the teacher's greetings aloud, so the score obtained was 100% with a very high category; (b) Students pray together according to their respective religions and beliefs. In the classroom, not all students

were Muslim, there were 2 non-Muslim students so the teacher invited them to pray according to their beliefs. However, there were 4 students who did not pray together and did not listen to the teacher's instructions to pray so that the score obtained was 95.65% with a very high category; (c) Students performed attendance activities. After praying together the teacher confirmed students' attendance and at that time all students were present in the classroom so that the score was 100% with a very high category; (d) students did apperception activities (Sultoni et al., 2020). Before entering the core activities, the teacher invited students to carry out apperception activities by clapping "enthusiasm" led by the teacher, and therefore 92.39% of students did apreception in accordance with the teacher's direction; (e) students answered pre-test questions given by the teacher before entering the core activities. To find out students' understanding (students' initial schemata) before the teacher explains the material, but when the teacher asks questions randomly to students, 80.43% of students were able to answer the teacher's questions with a very high category; (f) students listened to the teacher's delivering learning objectives. The delivery of learning objectives is important to be conveyed by the teacher so that students know the objectives/benefits of learning the material. In this case 95.65% of students listened to the delivery of learning objectives from the teacher with a very high category (Hsu et al., 2019).

In the Core Activity: (g) students listened to the material presented by the teacher. The teacher explained the material about "entrepreneurship" but as long as the teacher explained the material from beginning toend, some students were not focused on the teacher's explanation (Taufik et al., 2022). There were students who played alone, made noise and disturbed their friends so that the score obtained was 78.26% with the category High; (h) students recorded important explanations delivered by the teacher. The teacher explains the material by recording some explanations on the board, after the teacher finished explaining the students were instructed to record a summary on the board, but there are students who had not finished recording the summary written by the teacher so that the score obtained was 81.52% with a very high category; (i) students were in heterogeneous groups consisting of 4-5 people. In learning activities the teacher used the STAD learning model and all students were grouped into 4-5 people so that the score obtained was 100% with a very high category; (j) students paid attention to theteacher's explanation when the teacher explained about the steps of group work. There were students who paid less attention to the teacher's explanation of the steps of group work so that the score obtained was 84.78% with a very high category; (k) students were asked to work on group assignments using student worksheets (LKS). There were 5 teenager's problems that may appear such as being alone, passive and disturbing their friends so that the score obtained was 94.54% with a very high category; (l) all students were involved in group discussions. A total of 7 students who were not active in group discussions were those who had low self-confidence and were less active in class so that they were carried away in group discussions so that the score obtained was 92.39% with a very high category; (m) students completed the LKS work on time (Zhahiriyah et al., 2022). There are 2 groups that are a few minutes late in collecting the LKS task so that the score obtained is 97.82% with a very high category; (n) students reported the results of group work in front of the class. All group representatives presented the results of the discussion in front of the class, so the score obtained was 100% with a very high category; (o) students actively asked questions to the presenting group (Susanti et al., 2020). Most students respond to the results of other groups' presentations in front of the class, but there are 7 students from several groups who only passively listened, so the score obtained was 92.39% with a very high category; (p) students worked on individual evaluation questions. All students work on individual evaluation questions but there are 4 students who work but are not finished so that the score obtained is 95.65% with a very high category; (q) students finished working on individual questions on time. All students worked on individual evaluation questions but there were 10 students who were late to submit their results. The score obtained was 89.13% with a very high category (Wihartanti, 2022).
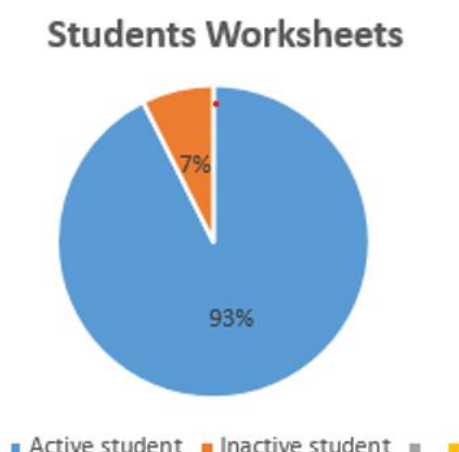
Figure 1. Percentage of Students' Learning Activities

In the Closing Activity: (r) students answered teacher questions on material review activities. Almost all students in the class were able to answer the teacher's questions about reviewing the material in the core activities so that the score obtained was 97.82% with a very high category; (s) students summarized the material. Some students already understood the material that has been explained by the teacher, however, around 12 children who were appointed randomly have not been able to conclude the material using a sentencestructure that was high enough and correct, so the score obtained was 86.95% with a very high category; (t) students did follow-up activities in the form of reading the next material again. Only a few students stated that they were ready to read the next material at home, the rest were just silent, so the score obtained was 79.34% with a fairly high category; (u) active students received rewards from the teacher. Majority of students were active in group activities so that the score obtained is 94.54% with a very high category; (v) students prayed together before going home. The teacher ends the lesson by praying together but there were some students who were busycleaning up stationery, solo the score obtained is 92.39% with a very high category; (w) students answered the teacher's greetings (Al-Maroof et al., 2022). The teacher ended the lesson with greetings, so the score obtained is 92.39% with a very high category.

Based on the details of the percentage acquisition of each indicator contained in the students' activity observation sheet instrument, it can be seen that the students' level of percentage categories were dominated by Very High and Fairly High, while the percentage of students learning activities classically was 92.58% with a very high category with the reference to the completeness criteria table (Anderson et al., 2018). These results are in line with the opinion of (Khasanah U, 22) which explained that worksheets (LKS) can make it easier for teachers to convey learning material and optimize time, and will build interaction between students and teachers in the learning process that will be resulting in the learning process running smoothly (Md Yunus et al., 2021). By providing LKS, students can exchange ideas, discuss material together with friends in one group, foster a sense of cooperation and socialization among friends so that familiarity can be established and can increase students' motivation and learning activities after online learning during the COVID-19 pandemic (Akhmad, 2022).

CONCLUSION

Based on previous observations in the field, it is known that teachers have difficulty in determining assessment for students because teachers cannot directly monitor the tests given so that the final scores obtained by students have a tendency to be quite high. The online learning system for ± 2 years has also impacted students' antipathy towards friends and the surrounding environment. Providing alternative assessments in the form of worksheets given by teachers when students are learning in class is a solution that can increase students' learning activeness in the blended learning system. Based on the details of the percentage acquisition of each indicator contained in the student learning activity observation sheet instrument, it can be seen that the level of percentage acquisition classically obtained a percentage of

92.58%, being in a very high category.

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