

**DEVELOPING STUDENT WORKSHEET (LKS) TO IMPROVE THE
ABILITY OF THE FIFTH GRADE STUDENT'S CREATIVE THINKING
AT SDN TAMBAK ASRI 02 MALANG**

THESIS

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TARBIYAH AND TEACHER TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG
2018**

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AT SDN TAMBAK ASRI 02 MALANG**

THESIS

*Presented to Tarbiyah and Teacher Training Faculty of Maulana Malik Ibrahim
State Islamic University Malang
In Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan
(S. Pd.)*

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MALANG**

2018

APPROVAL SHEET

**DEVELOPING STUDENT WORKSHEET (LKS) TO IMPROVE THE
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AT SDN TAMBAK ASRI 02 MALANG

THESIS

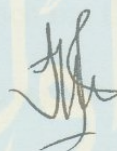
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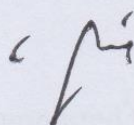


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PAGE OF DEDICATION

With the blessing Allah SWT and His mercies,

I am grateful and I want to thank to:

My beloved father and mother supporting me with their great efforts,

Robb, irhamhuma kama Robbayani shaghira.

My beloved family, I won't forget their kindness

My spesial lecturer who teach me the meaning of the world,

Hopefully his knowledges always lighten up Islam

All of the teacher who sincerely educated me,

Thank you for priceless knowledge

My little family, Islamic Primery Theacher Education Progam ICP, 2014

Thank for your smiles, you all are my spirit during my study in this university

And all the parties who supported me in this thesis finishing process,

Thank you for your time in helping me during the process.

MOTTO

He is indeed successful who causeth it (a soul) to grow;

And he is indeed a failure who sunteth it

(As-Syams 9-10)



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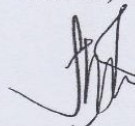
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regularly consulted in the area of research content, language, and writing
composition.

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Malang, June 5, 2018



De Nanda Mei Dwi K

PREFACE

All praise and thanks to Allah SWT, who has given grace and bestow a variety of favors and gift, especially to the author, so that he can complete the writing of a thesis proposal entitled “Developing Student Worksheet (LKS) to Improve the Ability Of the Fifth Greade Student’s Creative Thinking at SDN Tambak Asri 02 Malang” as well. Shalawat and greetings hopefully always be upon to our Apostle, Prophet Muhammad, as well as to his family, his companions, as well as the people who follows him until the day of judgement.

The author os aware the existence of aids from various parties, such as prayers, support, motivation, criticism, suggestions for the completion of this thesis until it can be resolved properly and smoothly. With the completion of the drafting of this thesis, the author wants to say sincere thanks to all those who have helped the author, either moral or material, especially to:

1. Prof. Dr. H. Abdul Haris, M. Ag. as the rector of Maulana Malik Ibrahim State Islamic University Malang, who has given me a opportunity, so that this thesis can be finished well
2. Dr. H. Agus Maimun, M. Pd. as the Dean of Tarbiyah and Teaching Training Faculty who has given me permission to conduct this research
3. Ahmad Soleh, M. Ag as the head of PGMI Program who also has given me permission in finishing this thesis
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8. All party who have helped me, both directly and indirectly who have great contribution in this thesis finishing process.

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Malang, June 5, 2018

De Nanda Mei Dwi K

TRANSLITERATION GUIDELINES OF ARAB LATIN

Transliteration of Arab Latin in this thesis utilizes in translation guidelines based on the agreement between Religion Minister and Education and Culture Minister of Indonesia number 158, 1987 and number 0543 b/U/1987. Those are:

A. Letter

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	h	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	d	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vocal

Vocal (a) Length = â

Vocal (i) Length = î

Vocal (u) Length = û

C. Diphtong Vocal

أو = aw

أي = ay

أو = û

إي = î

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ABSTRACT

Kidzikri, De Nanda Mei Dwi. 2018. Developing Student Worksheet (LKS) to Improve the Ability of the Fifth Grade Student's Creative Thinking at SDN Tambak Asri 02 Malang. Islamic Primery Theacher Education Progam, Tarbiyah and Teaching Training Faculty, Maulana Malik Ibrahim State Islamic University, Malang. Advisor Like Raskova Octaberlina, M. Ed

Creativity is an important factor that must be inculcated to all students. Creativity will make future students become better at once can be a tool for students working on lessons at school. There are several ways to improve creativity of students, one of them is by using the student Worksheet (LKS). The core of this LKS is to increase student *melatihkan* can think of creative students by utilizing the existing exercises in it. At present the Government sustained character issue gave rise to a new curriculum with students i.e. K13 who considered moral can fix or character of the students, but it makes the other aspects of being a *tergeser* one is the aspect of thinking creative. Therefore, researchers held a research on the development of creativity in schools. This research was conducted in SDN Tambak Asri 02 Malang, as one school that had problems about creativity in their students.

Based on the above issues, the focus of this research is the development of the student's Worksheet (LKS) for improving the creative thinking of students in Malang. As for the purposes of this study are: 1) to explain the LKS of creativity can enhance creative thinking of students in SDN Tambak Asri 02 Malang; 2) to explain the validity of thematic learning LKS development in SDN Tambak Asri 02 Malang; and 3) to explain the influence of the use of the LKS in the thematic learning in SDN Tambak Asri 02 Malang..

To achieve the above objectives, researchers use research and development. Research conducted through a needs analysis, that researchers come to the place of activities that was observed, but did not get involved in such activities. So this research aims to test the effectiveness of these products. so the longitudinal nature of the research and development (gradual can *mulky years*) in SDN Tambak Asri 02 Malang. Data collection techniques used are observation, anket, and documentation. While data analysis using data reduction is not relevant, the presentation of the data and draw conclusions.

The findings of this study indicate that: 1) the LKS of creativity can enhance creative thinking of students in Tambak Asri 02 Malang; 2) results show on 95% content expert validation, 90%, design expert and expert learning 91.6%; 3) shows that the value of the class before use and after use the product increased by 20.13% IE of the average value of pre-test 65.37% to 85.5% average value of post-test.

Keywords: Student Worksheet (LKS), Creativity

مستخلص

كيزكري، ديناندا ماي دوى. ٢٠١٨. تطوير أوراق عمل الطلاب (LKS) لتطوير التفكير الإبداعي لطلاب الصف الخامس في مدرسة الابتدائية الحكومية تامباك أسرى ٢ مالانج. مقال، شعبة التربية المعلمين مدرسة الابتدائية، كلية العلوم التربية، جامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج. المشرفة ليكي راسكوف أوكتايرلينا، M. Ed

الإبداع هو عامل مهم يجب غرسه في جميع الطلاب. سوف يجعل الإبداع مستقبل الطلاب أفضل ويمكن أن يكون أداة للطلاب للقيام بالدروس في المدرسة. هناك عدة طرق لتحسين إبداع الطلاب، واحد منها هو استخدام أوراق عمل الطلاب (LKS). جوهر هذا أوراق عمل الطلاب هو أن تكون قادرة على تدريب الطلاب على تحسين التفكير الإبداعي للطلاب من خلال الاستفادة من التدريبات التي في ذلك. في الوقت الحالي، تعمل الحكومة على تكثيف مشكلة شخصية الطالب من خلال إنشاء منهج جديد، وهو K13، والذي يُعد تحسیناً لمعنويات الطلاب أو شخصياتهم، ولكن ذلك يجعل الجوانب الأخرى تتحول إلى جانب واحد من جوانب التفكير الإبداعي. لذلك، أجرى الباحثون أبحاثاً حول تطوير الإبداع في المدارس. تم إجراء هذا البحث في مدرسة الابتدائية الحكومية تامباك أسرى ٢ مالانج، كواحدة من المدارس التي واجهت مشاكل حول الإبداع في طلابها.

استناداً إلى القضايا المذكورة أعلاه، فإن تركيز هذا البحث هو تطوير أوراق عمل الطلاب (LKS) لتعزيز التفكير الإبداعي للطلاب في مدرسة الابتدائية الحكومية تامباك أسرى ٢ مالانج. وتشمل أهداف هذه الدراسة ما يلي: (١) شرح أوراق العمل الإبداعية يمكن أن يحسن التفكير الإبداعي لدى الطلاب في مدرسة تامباك أسرى

الابتدائية ٠٢ مالانج ؛ ٢) شرح صحة تطور LKS على التعلم المواضيعي في مدرسة الابتدائية الحكومية تامباك أسري ٢ مالانج؛ و ٣) شرح تأثير استخدام LKS في التعلم المواضيعي في مدرسة الابتدائية الحكومية تامباك أسري ٢ مالانج.

لتحقيق الأهداف المذكورة أعلاه ، يستخدم الباحثون البحث والتطوير. وقد تم إجراء البحث من خلال تحليل الاحتياجات ، وبالتحديد جاء الباحثون إلى مكان النشاط الملاحظ ، لكنهم لم يشاركوا في النشاط. لذلك تهدف هذه الدراسة إلى اختبار فعالية هذه المنتجات. لذا فإن البحث والتطوير هما طوليان (سنوات متتالية) في مدرسة تامباك أسري ٠٢ الابتدائية مالانج. تقنيات جمع البيانات المستخدمة هي المراقبة والتحليل والتوثيق. بينما يستخدم تحليل البيانات تقليل البيانات غير ذات الصلة ، وتقديم البيانات واستنتاجات الرسم.

تشير نتائج هذه الدراسة إلى ما يلي: ١) الإبداع LKS يمكن أن يعزز التفكير الإبداعي لدى الطلاب في مدرسة تامباك أسري ٠٢ الابتدائية مالانج؛ ٢) تبين النتائج أن التحقق من صحة محتوى ٩٥ ٪ ، وخبراء التصميم ٩٠ ٪ ، وخبراء التعلم ٩١.٦ ٪. ٣) يدل على أن قيمة الطبقة قبل استخدام وبعد استخدام المنتج تزيد بنسبة ٢٠.١٣ ٪ وهي من متوسط قيمة ما قبل الاختبار ٦٥.٣٧ ٪ إلى ٨٥.٥ ٪ على متوسط قيمة ما بعد الاختبار.

الكلمات الرئيسية: أوراق عمل الطلاب (LKS) ، الإبداع

ABSTRAK

Kidzikri, De Nanda Mei Dwi. 2018. Pengembangan Lembar Kerja Siswa (LKS) untuk Mengembangkan Berpikir Kreatif Siswa Kelas 5 di SDN Tambak Asri 02 Malang. Skripsi, Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing Like Raskova Octaberlina, M. Ed.

Kreativitas adalah faktor penting yang harus ditanamkan kepada seluruh siswa. Kreativitas akan menjadikan masa depan siswa menjadi lebih baik sekaligus dapat menjadi alat untuk siswa mengerjakan pelajaran di sekolah. Ada beberapa cara untuk meningkatkan kreativitas siswa, salah satunya adalah dengan menggunakan Lembar Kerja Siswa (LKS). Inti dari LKS ini adalah bisa melatih siswa untuk meningkatkan berpikir kreatif siswa dengan memanfaatkan latihan-latihan yang ada didalamnya. Pada masa sekarang pemerintah mengencangkan masalah karakter siswa dengan memunculkan kurikulum baru yakni K13 yang dianggap dapat memperbaiki moral atau karakter siswa, namun itu menjadikan aspek yang lain menjadi tergeser salah satunya adalah aspek berpikir kreatif. Oleh karena itu, peneliti mengadakan penelitian tentang pengembangan kreatifitas di sekolah. Penelitian ini dilakukan di SDN Tambak Asri 02 Malang, sebagai salah satu sekolah yang mempunyai masalah tentang kreatifitas pada siswanya.

Berdasarkan isu di atas, fokus penelitian ini adalah pengembangan Lembar Kerja Siswa (LKS) untuk meningkatkan berpikir kreatif siswa di SDN Tambak Asri 02 Malang. Adapun tujuan penelitian ini antara lain: 1) untuk menjelaskan LKS kreatifitas dapat meningkatkan berpikir kreatif siswa di SDN Tambak Asri 02 Malang; 2) untuk menjelaskan validitas pengembangan LKS pada pembelajaran tematik di SDN Tambak Asri 02 Malang; dan 3) untuk menjelaskan pengaruh penggunaan LKS di dalam pembelajaran tematik di SDN Tambak Asri 02 Malang.

Untuk mencapai tujuan di atas, peneliti menggunakan penelitian dan pengembangan. Penelitian dilakukan melalui analisis kebutuhan, yaitu peneliti datang ke tempat kegiatan yang diamati, tetapi tidak ikut terlibat dalam kegiatan tersebut. Sehingga penelitian ini bertujuan untuk menguji keefektifan produk tersebut. jadi penelitian dan pengembangan bersifat longitudinal (bertahap bisa *multy years*) di SDN Tambak Asri 02 Malang. Teknik pengumpulan data yang digunakan adalah observasi, anket, dan dokumentasi. Sedangkan analisis data menggunakan reduksi data yang tidak relevan, penyajian data dan menarik kesimpulan.

Temuan penelitian ini mengindikasikan bahwa: 1) LKS kreativitas dapat meningkatkan berpikir kreatif siswa di SDN Tambak Asri 02 Malang; 2) hasil menunjukkan pada validasi ahli isi 95%, ahli desain 90%, dan ahli pembelajaran 91,6%; 3) menunjukkan bahwa nilai kelas sebelum menggunakan dan sesudah menggunakan produk meningkat sebesar 20,13% yakni dari nilai rata-rata *pre-test* 65,37% menjadi 85,5% rata-rata nilai *post-test*.

Kata Kunci: Lembar Kerja Siswa (LKS), Kreativitas

CHAPTER I

INTRODUCTION

A. Background of the Research

Every human being has creative nature in them since she was born. Allah said in the Qur'an *Surah Ar-Ruum* verse 30 reads, *"then the face is your face with a straight right to the religion of God; (keep on reading) nature God created man for ah te; according to the nature of it, there is no change in the nature of God. (that's) the straight religion; but most of mankind know not"*.

Of the verse, it is clear that *Islam* looks at the concept of a child as a human being has an innate (basic ability) that are similar to each other. The elderly and the environment who was instrumental in developing the potential of children.

Given the importance of early childhood education, the role of parents as well as teachers in the institutions of education greatly influences the creativity of children. By providing proper parenting will help children to develop creativity. At school students learn, learning not only learning to improve students ' brains but there are things that are no less important i.e. creativity of students.

Creativity is the result of interaction between the individual and the environment. One can also influence and are influenced by the environment in which it is located, thus both the changes within individuals and the environment can support or inhibit creative endeavors.

The implication is that creative ability can be improved through education. It means good environment such as the institution of the school as one of the instruments of a positive student creativity.¹ School environment are expected to build private students become better and create a child who has strong personality.

At the time of the children (aged 0-6 years), children exposed to psikologik development in terms of a sense of trust in others, think independently, and to develop initiatives (creating handicraft). If the child is at that time failed in developing that kind of mental attitude, then as a result children suffer from self-doubts on others, being shy, and lacking initiative. A further personal failure on the childhood of this kind is certainly harmful to the child's development.²

From the above statement, we can imagine that in an educational institution we should be able to provide educational services to the needy (*students*) well. Because of the absence of coordination or arrangement of the various systems that we cannot give in to the glaring discrepancy in any needs that can be met from that need it. The success of the learning system is the achievement of learning objectives. Furthermore, who is expected to achieve that goal. The need to achieve that goal is students who as a subject of study. So thus, the main goal is student success learning system to achieve that goal.

¹Munandar, Utami. *Pengembangan Kreativitas Anak Berbakat*. (Jakarta:Rineka, 2011), page. 11.

² Barkah Lestari, *Upaya Orang Tua Dalam Pengembangan Kreatifitas Anak*. Jurnal Ekonomi & Pendidikan, Volume 3, Nomor 1, April 2006, page. 17.

One of the factors of success in a learning activity i.e. the existence of learning materials that support to achieve an appropriate learning objectives. Learning materials are materials or content that must be mastered by students through learning activities. Learning materials can be also interpreted as a medium that can accompany students on the attainment of learning objectives.³ Understanding of students in learning can be less because in SDN Tambak Asri 02 Malang especially in 5th grade still rely on one type of book learning alone.

Based on observations in SDN Tambak Asri 02 Malang, student learning activities at a time when lack of attitude that shows that students in the classroom already contained a creative attitude on them, and LKS is the way researchers to improve thinking ability existing students in creative SDN Tambak Asri 02 Malang. At the same time improve the existing LKS, because there is still a shortage of shellfish which need to be fixed in it, i.e. are LKS in General that only provides learning objectives that are not learning objectives which can be improve creativity of students. According to the results of the interviews with the teachers of the class V, miss Mega used it still has drawbacks, among them: 1) is LKS to be used only from one source, 2) LKS as the lack of practical, 3) design is LKS as less attractive.

From these problems, researchers want to develop is LKS AS used by teachers and students of class V SDN Tambak Asri is LKS into the

³Jamil Suprihatiningrum, *Strategi Pembelajaran Teori & Aplikasi*, (Jogjakarta: Ar-ruzz Media), 2013. page. 297.

Unfortunately 02 can enhance creative thinking in students without eliminating the major learning objectives i.e. increase the results of student learning.

Children are great imitators, if they already have a Idol then the child will want to mimic what is done by his idol and it would be dangerous if they follow is not a good person. The existence of the LKS focuses on developing students ' creativity researchers expect any change the personality of the students become better for their lives because they have only been able to follow others just so there is no desire to be the pioneers of late as well as the environment of their own. Based on the above phenomenon the author wished to conduct research and development of learning materials is LKS under the title "Developing Student Worksheet (LKS) to Improve the ability of the Fifth Grade Student's Creative thinking at SDN Tambak Asri 02 Malang".

B. Problem of the Research

Based on the background that expressed above, can be formulated the problem of learning strategies in improving the ability of the creative thinking of the students, as follows:

1. How is the products development of Student Worksheet (LKS) to improve the ability of the creative thinking of students in thematic lessons in SDN Tambak Asri 02 Malang?

2. What is the validity on the product development of the student Worksheet (LKS) to improve the ability of the creative thinking of students in thematic lessons in SDN Tambak Asri 02 Malang?
3. How is the impact of student worksheet (LKS) on thematic lessons in SDN Tambak Asri 02 Malang?

C. Objective of the Development

Based on the formulation of the problem, then this study aims to:

1. Explain the products development of Student Worksheet (LKS) to improve the ability of the creative thinking of students in thematic lessons in SDN Tambak Asri 02 Malang.
2. Explain the validity on the product development of the student Worksheet (LKS) to improve the ability of the creative thinking of students in thematic lessons in SDN Tambak Asri 02 Malang.
3. Explain the impact of student worksheet (LKS) on thematic lessons in SDN Tambak Asri 02 Malang.

D. Research Hypotheses

The hypothesis is a temporary answer against the outline of the research issues, where the outline of the research problem has been stated in the statement. There are two kinds of hypotheses research, namely the working hypothesis (**H_a**) and the hypotheses zero (**H_o**). The working hypothesis stated in the sentence passive and zero hypothesis stated in negative sentences.

Ha: there is a significant difference in the understanding of students of class V SDN Tambak Asri 02 Malang before and after using the product development of the student Worksheet (LKS).

Ho: there are no significant differences in the understanding of students of class V SDN Tambak Asri 02 Malang before and after using the product development of the student Worksheet (LKS).

E. Development Benefits

In this study, the researchers hope that the results of this research provide benefits:

1. For Institutions

a. For instance campus UIN Maulana Malik Ibrahim Malang

Development of research results is expected to be one of the examples of Student Worksheet (LKS) that can be used in class V primary school as a form of participation developed into quality education in Indonesia.

b. For institution SDN Tambak Asri 02

This research is expected to generate a Student Worksheet (LKS) that can be used as a handle for the teachers in teaching in the classroom and can be used for elementary school students in the learning process.

2. For the development of science

Expected to be a reference for other researchers in the development of the student's Worksheet (LKS).

3. For the writer

As a place to develop themselves in increasing competence and sensitivity to issues of learning, as well as to develop more effective learning and fun through the use of the student Worksheet (LKS) in the classroom.

F. Assuming of the Development

Some of the assumptions in the study are:

1. The student Worksheet (LKS) compiled with various-wry certain considerations so as to really improve the ability of the creative thinking of students in thematic lessons in the classroom.
2. The presence of the student Worksheet (LKS) students will be more excitement in learning. So as to improve the understanding and the ability of the creative thinking of students.

G. Scope of the Development

The development of the student's Worksheet (LKS) to enhance the ability of the creative thinking of students is limited to the thematic theme 8 subtheme 1. Student worksheet (LKS) to enhance the ability of the creative thinking of students in accordance with the design limitations are able to improve the process of creative thinking of students.

H. Product Specifications

Student Worksheet (LKS) product to enhance the ability of the creative thinking of students in class V thematic lesson SDN Tambak Asri 02 Malang.

1. Learning materials in the form of worksheets students (LKS) can be used with teachers as well as students that are developed in accordance with the curriculum of 2013. Product materials LKS for grade V SDN Tambak Asri 02 Malang.
2. Learning materials are presented in the form of LKS materials which are expected to enhance the ability of the creative thinking of students.
3. The material presented is thematic lesson class V SD/MI.

I. Previous Research

The originality of this research presents the differences and similarities the field of study that examined now by previous researchers. It is intended to avoid the repetition of the study of things that are the same. Thus be known-side anything that distinguishes between researchers now with previous researchers. Following previous studies related to this title:

1. Elvera Rosana Ekowati, 2012, "*Pengembangan LKS Sains (IPA) untuk meningkatkan pemahaman siswa kelas V Di SDN Kersoharjo 2 Ngawi*", the results showed the development of LKS science meets the component as a good learning materials.⁴
2. Intan Maharani, 2014, "*Pengembangan Lembar Kerja Siswa (LKS) Berbasis Praktikum Materi Sifat-sifat Cahaya untuk meningkatkan hasil belajar siswa kelas V SDN Sidorejo 02 Kecamatan Jabung*", the results showed the development of learning materials in the form of LKS based practical component has met as a good learning materials. Practical

⁴Elvera Rosana Ekowati, 2012, "*Pengembangan LKS Sains (IPA) untuk meningkatkan pemahaman siswa kelas V Di SDN Kersoharjo 2 Ngawi*", Progan Studi Pendidikan Guru Madrasah Ibtidaiyah UIN Malang, 2012.

activities in the LKS can help students understand the material and can also improve the learning results of grade V on the material properties of light.⁵

3. Mohammad Khusnun Ni'an, 2015, "*Pengembangan Lembar Kerja Siswa (LKS) Berbasis Saintifik Subtema 3 Ayo Cintai Lingkungan Untuk Meningkatkan Pemahaman Siswa Kelas IV di SDN Karangbesuki 3 Malang*", the results showed the development of learning materials in the form of scientific-based LKS meet the component as a good learning materials. Practical activities in the LKS can help students understand the material and can also enhance the learning outcome of students of class IV at subtheme 3 come on Love Environment.⁶

⁵Intan Maharani, 2014, "*Pengembangan Lembar Kerja Siswa (LKS) Berbasis Praktikum Materi Sifat-sifat Cahaya untuk meningkatkan hasil belajar siswa kelas V SDN Sidorejo 02 Kecamatan Jabung*", Progan Studi Pendidikan Guru Madrasah Ibtidaiyah UIN Malang, 2014.

⁶Mohammad Khusnun Ni'an, 2015, "*Pengembangan Lembar Kerja Siswa (LKS) Berbasis Saintifik Subtema 3 Ayo Cintai Lingkungan Untuk Meningkatkan Pemahaman Siswa Kelas IV di SDN Karangbesuki 3 Malang*", Progan Studi Pendidikan Guru Madrasah Ibtidaiyah UIN Malang, 2015.

Table 1.1 Originality of the Research

No	The name of the researcher, the research Title and years of research	Equation	Defference	Originality of research
1.	Elvera Rosana Ekowati, 2012, <i>“Pengembangan LKS Sains (IPA) untuk meningkatkan pemahaman siswa kelas V Di SDN Kersoharjo 2 Ngawi”</i> .	1. Equally develop the student worksheet (LKS)	2. development that was developed in the form of Worksheets Students Scientific-based 3. More emphasis on improving the process of creative thinking of students.	Development of the developed form of the student Worksheet (LKS) to enhance the ability of the creative thinking of students.
2.	Intan Maharani, 2014, <i>“Pengembangan Lembar</i>	1. Equally develop the student worksheet	2. Subject developed about thematic sub theme 5 on grade V	

	<p><i>Kerja Siswa (LKS) Berbasis Praktikum Materi Sifat-sifat Cahaya untuk meningkatkan hasil belajar siswa kelas V SDN Sidorejo 02 Kecamatan Jabung”.</i></p>	(LKS)		
3.	<p>Mohammad Khusnun Ni'an, 2015, “Pengembangan Lembar Kerja Siswa (LKS) Berbasis Saintifik Subtema 3 Ayo Cintai Lingkungan Untuk Meningkatkan Pemahaman Siswa Kelas IV di SDN Karangbesuki 3 Malang”.</p>	<p>1. Equally develop the student worksheet (LKS) 2. development that was developed in the form of Worksheets Students Scientific-based</p>	<p>1. Subject developed about thematic sub theme 5 on grade V 2. .More emphasis on improving the process of creative thinking of students.</p>	

J. Operational Definition of the Key Term

To avoid misunderstanding, the perception of some of the important terms in the implementation of this development is defined as follows:

1. Development

Development is making a new product from an existing product, where this development would fix flaws in the product reference of the researcher.

2. Learning Materials

Learning materials are any materials used by teachers in the teaching and learning activities in the classroom. Materials may be either written material or material not written.⁷

3. Student Worksheet (LKS)

Student worksheet (LKS) is one of the types of learning tools. In General, the student Worksheet (LKS) is a learning device as a complement or a means of supporting the implementation of Learning Plans.⁸

4. Creative thinking

Creative thinking is a thought process that is able to solve problems in a way useful and original. In it contained mental processes combine in such a way, so that emerging forms of new patterns and a better and more useful to meet human needs in the normative.⁹

⁷Hamdani, *Strategi Belajar Mengajar 1*, (Bandung: Pustaka Setia, 2011), page. 218

⁸Hamdani, *Strategi Belajar Mengajar 1*, (Bandung: Pustaka Setia, 2011), page. 74

⁹Risye Amarta, *Agar Kamu Menjadi Pribadi Kreatif*, (Yogyakarta: Sinar Keroja, 2013), page. 43

K. Composition of the Research Findings

1. The Front of Early

Contains a cover of that title of the research, the researcher's name, logo, and name the institutions campus.

2. Section Contents

Chapter I: Introduction

This chapter discusses the background to the problem, the problem formulation, research objectives, assumptions, development of specifications strategy, originality of the research, the definition of the term and systematic discussion.

Chapter II: Review of the Literature

This chapter explained the theories related to the research, include:
(1) Student Worksheet (LKS); (2) creative thinking: creative thinking and understanding.

Chapter III: Research Methods

This chapter describes the types of research, model development, procedures development, trial products: (1) the design of the trials; (2) the subject of the trial; (3) types of data; (4) data collection instruments; and (5) data analysis techniques, and procedures of the research.

Chapter IV: The Result of Development

This chapter describes the presentation of test data, data analysis, and revision of the product.

Chapter V: Closing

This chapter describes the study of a product that has been revised and proposed utilization, desimilasi, and further product development.



CHAPTER II

REVIEW OF LITERATURE REVIEW

Literature review is all efforts undertaken by the researchers to gather information that is relevant to the topic or issue that will be or is being examined. That information can be obtained from scholarly books, research reports, scientific papers, essay theses and dissertations, encyclopedia, written sources and both print and electronic. The theories underlying the issues and areas that will be examined can be found by conducting a study of librarianship. The theories that exist in this research are:

A. Student Worksheets (LKS)

Student worksheets are sheets containing the tasks that are usually in the form of instructions or steps to complete a task that is usually in the form of instructions or steps complete the task that must be done students and is one of the means by which teachers can use to enhance student involvement or activity in the process of teaching and learning can help teachers in facilitating the process of teaching and learning and directing their students to be able to find the concepts through its activities in the working group.

In addition, it is LKS can be defined as teaching material that is already packaged in such a way, so that students are expected to learn the teaching materials independently.¹⁰

¹⁰A Prastowo, *Panduan Kreatif Membuat Bahan Ajar Inovatif* (Yogyakarta: I Diva Press, 2012), page. 204.

As revealed in the implementation guidance derived from learning material packing material purpose alternative learning is LKS in form is ¹¹:

1. LKS helping student understanding the concept

LKS consider first a phenomenon that is concrete, simple, and deals with concepts that will be studied. LKS contains what should be done with students, including do, observe, and analyze.

2. LKS helping students apply and integrating various concepts that have been found.

3. LKS serves as a guide to learning

Contains LKS questions or stuffing the answers are in the book. Students will be working on is LKS as such if reading a book.

4. LKS serves as reinforcement.

5. LKS serves as a practical instructions.

This is emphasized also by Arsyad that is LKS as a source of learning has many benefits. Arsyad some posited advantage, among others.¹²

1. Students are able to learn and advance in accordance with the speed of each so that students are expected to master the subject matter.
2. On the side can repeat the material in a medium deftly, students will follow the sequence of thoughts logically.
3. Allow the existence of a mix of text and images that can add to the appeal, and can facilitate an understanding of the information presented.

¹¹Anonim, *Panduan Pelaksanaan Materi Pembelajaran Sekolah Menengah Pertama (SMP)* (Jakarta: Depdiknas, 2008), page. 42-45.

¹²A. Arsyad, *Media Pembelajaran* (Jakarta: PT Raja Grafindo Persada, 2012), page. 38-39.

4. Students will actively participate with having to give a response to the questions and exercises.
5. The material may be reproduced with an economical and distributed easily.

Therefore, Darmodjo and Kaligis explains in the preparation of LKS must meet various requirements, i.e. didactic terms, technical terms and terms of construction.¹³

1. Didactic Terms

Terms of didactic means LKS should follow the principles of effective learning, i.e.:

- a. Notice of the existence of individual differences so that it can be white by all students who have different capabilities. LKS can be used by students are slow, medium as well as clever. A common fallacy is that classes are considered homogeneous.
- b. Emphasize process to find concepts so as to serve as a guide for students to search for information not information notifies tool.
- c. Has a variation of the stimulus through various media and student activities so as to provide opportunities to students to writing, teaching, experimenting, etc.
- d. Develop social communication skills, emotional, moral, and aesthetic in children, so it is not only intended to get to know the facts and the concept of academic as well as social psychological ability as well.

¹³H. Darmodjo dan J. Kaligis, *Pendidikan IPA II* (Jakarta: Dirjen Dikti, 1993), page. 41-46.

- e. Determine the learning experience with the purpose of the personal development of students is not the subject matter.

2. Construction Terms

Construction terms are terms relating to the use of the language, the order of the sentences, vocabulary, difficulty level, and clarity LKS in. As for the construction requirements, namely:

- a. LKS using language that corresponds to the level of maturity of the child.
- b. LKS uses a clear sentence structure.
- c. LKS has a sequence of grammar lessons that suit your level of ability of the students, it means in simple things towards things that are more complex.
- d. LKS avoids the question is too open.
- e. LKS refers to the book standard in the ability of the limitations of the student.
- f. LKS provides enough space to give the vastness in students to write or illustrate things that students want to convey.
- g. LKS uses simple and short sentences.
- h. LKS uses many more illustrations than the words.
- i. LKS can be used for kids either slow or fast.
- j. LKS has a clear learning objectives as well as the benefits of it as a source of motivation.
- k. LKS has identity to simplify administration.

3. Technical Terms

a. The Writings

Writing in the book is expected to pay attention to the following points:

- 1) The LKS using print letters and do not use the Latin/Roman.
- 2) LKS use bold for a rather large topic.
- 3) LKS using at least 10 words in 10 lines.
- 4) LKS uses frames to distinguish the sentence commands with the answer of the students.
- 5) LKS using the comparing between letters and images with matching.

b. Pictures

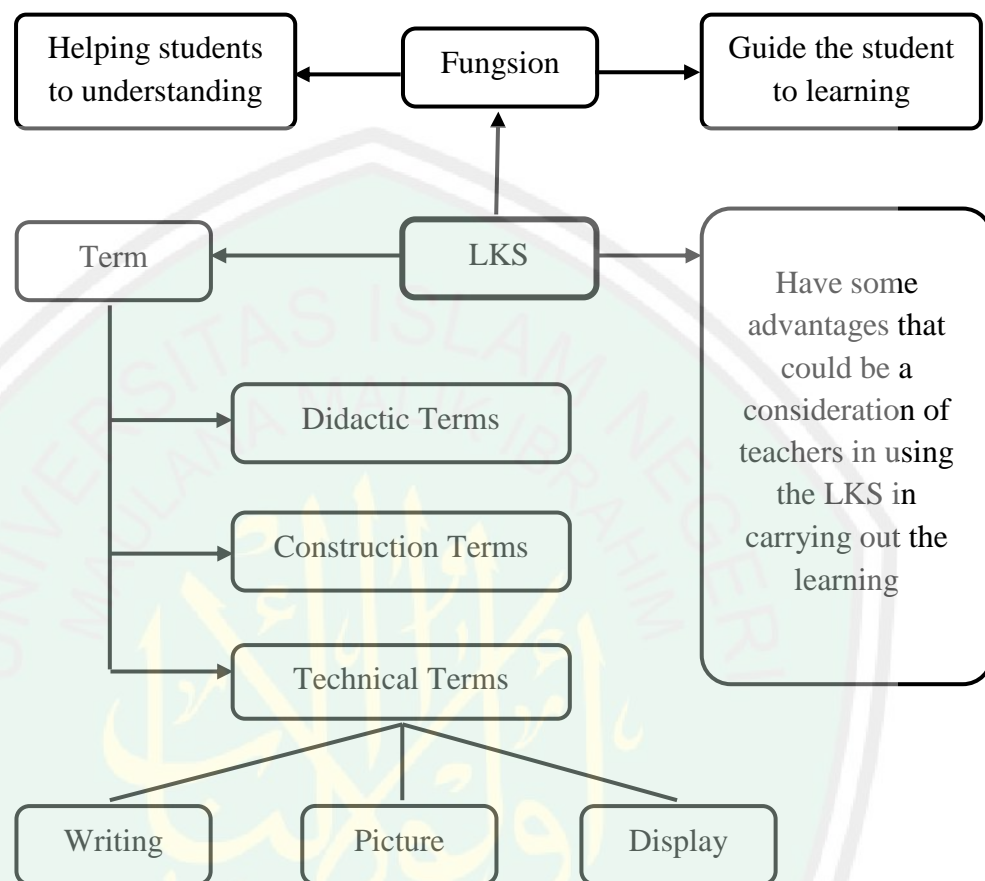
A good picture is that convey the message effectively on the user LKS.

c. Display

The display made it interesting.

Thus the LKS is a form of media activity sheet that makes learning material, instructions in carrying out the process of thematic learning to find a fact or concept. The LKS change the learning from teacher centered to become student centered learning so as to be effective and any material can be delivered. Here is a chart from the explanation above, as follows:

Picture 2.1 Chart Student Worksheet (LKS)



B. Creative Thinking

1. The Sense of Creative Thinking

The ability of the creative thinking is the ability to think out of the usual thought patterns, creative thinkers are able to free themselves from the dominant patterns that have been stored in the brain.¹⁴ The ability of the creative thinking can be trained on an ongoing basis.¹⁵ The ability of

¹⁴Munandar, Utami. *Mengembangkan Kreatifitas Anak Berbakat*. (Jakarta : Rineka Cipta, 1999), page. 35.

¹⁵De Bono, E. *Revolusi Berpikir*. Terjemahan oleh Ida Sitompul dan Fahmi Yamani. (Bandung: Kaifa. 2007), page. 67

the creative thinking of students is very important to be developed through learning so that students have the ability to access and manage data or information provided, are able to find a lot of possible answers to a problem where the emphasis on quality and diversity to prevent proper answers.¹⁶

2. Indicators of Creative Thinking

Creative thinking has indicators that can be summed up in a pawn shop points below, i.e.:¹⁷

a. Proficiency

Prowess means the ability of bearing many alternatives, synonyms, ideas, solutions, speed, and ease of giving birth to a masterpiece. Prowess depends very much on the number of the response that can be produced by humans.

b. Flexibility

Flexible is the antithesis of a rigid nature, which only holds a certain thought patterns as before. Flexibility demanded a tendency to change one's thinking based on changes in attitudes and skills, as well as see a lot of things from a number of different sides, and not limited to one side.

c. Originality

Originality is regarded as the largest element related to creative thinking, because it is based on giving birth to new ideas or new ways

¹⁶selameto Slameto. Faktor-faktor yang mempengaruhi hasil belajar. (PDF Online). Perpustakaan UPI. Bandung. Diakses 7 Desember 2013)

¹⁷Al-Hajaj dan Yusuf Abu. *Kreatif atau Mati* (Solo: Ziyad Visi Media, 2010), page. 81.

in the order of values in society and born from within one's self. In other words, it is the special value of originality and unbeatable prices in thinking while maintaining their identity, as well as a great power is owned by someone to implement ideas which no one knows a lot of people.

d. Skills to Add Value

I.e., is the ability to add explanations of new and diverse ideas or solutions to a problems. That explanation helps develop, enrich ideas, or solutions to problems.

e. Sensitivity to the Problem

This means that a person's ability to see issues from afar or his awareness about the many problems in the various things that are reasonable, which is realized by ordinary people. In addition, this naturally means that people are more aware of the creative problems and solve them. Therefore finding a solution more quickly.

3. Theory Of Creativity

Many theories that attempt to explain the pembentukan of creative personality. That would be dibahas this time is the theory of psychoanalysis and Humanistic theories about creative personality that can be considered as a research program planning as well as product development research.¹⁸

a. The Theory of Psychoanalysis

¹⁸ Munandar, Utami. *Mengembangkan Kreatifitas Anak Berbakat* (Jakarta : Rineka Cipta, 1999) page. 44-48.

Generally the theories of psychoanalysis saw creativity as a result of overcoming a problem that usually starts in the minors. Creative personal is seen as someone who had had a traumatic experience ideas are realized and the unconscious are mixed into a solution of inofatif from trauma. Creative action transforming the unhealthy psychological state of being healthy.

1) Theories of Freud

According to some scholars of psychology, creative ability is a personality trait that settle on the first five years of life. Sigmund Freud (1856-1939) is the main character who hold this view. He explains the creative process of a defense mechanism, which is uapaya to avoid involuntary awareness about ideas that are unpleasant or unacceptable. Because the defense mechanism prevents a careful observation of the world, and therefore spend psychic energy, defense mechanism usually interrupt the creative productivity.

Freud believed that although most creative action impede the defense mechanism, mechanism of sublimation is precisely is the main cause of creativity.

the link between the sexual needs of the unconscious and creativity began in the first year of life. According to Freud, people are just encouraged to be creative if they cannot meet the needs of sexual directly. At the age of four years on child physical cravings

arise against the parents of a different gender. Because these needs cannot be met, then it happens early and sublimation of the imagination. Freud explains much of the artwork as a sublimation of the artist. For example, the number of Leonardo da Vinci's painting Madonna of dihasilman about sexual needs with the character that disublimasi, because he lost his mother at a young age.

2) Theories of Kris

Ernest Krist emphasized that defense mechanism regression i.e. the tendency to move on to the behavior on the previous level of development that gives satisfaction if the perpetrator does not now succeed or not give satisfaction – often also appears in creative action. If someone is able to do a regression into the frame of mind or behavior patterns such as children, the obstacles between the realms of the conscious mind and the unconscious being reduced and the unconscious material that often contain the seeds of creativity can penetrate to nature awareness. Creative people according to this theory are those who are best able to "call" natural materials from the unconscious mind. In General, creative sedangkanorang have no obstacles to "child-like" in his thinking. They can maintain "attitude play" about serious issues in life. Thus they are able to look at problems with a fresh and innovative way,

they do a regression for the sake of surviving his ego (*regression in the survive of the ego*).

3) Theories of Jung

Carl Jung (1875-1961) also believed that the natural unconscious plays a very important role in the appearance of a high level of creativity. The unconscious mind nature shaped by the past. In addition, recall a blur from the experiences of all mankind is saved there. Unconsciously we "remember" the experiences of the most influential of our ancestors. This *collective unconscious* arising from inventions, theories, art, and other new works. It is this process which led to its sustainable human existence.

b. Humanistik Theory

Different from the theory of psychoanalysis, humanistic theory view creativity as a result of a high level of psychological health. Humanistic flow figures believe that creativity can develop during life.

1) Theories of Maslow

According to Abraham Maslow (1908-1970), the main proponents of the theory of humanistic psychology, human beings have the basic instincts-instant to be real as a *necessity*. These needs must be met in order herarki; primitive needs appear at birth, and needs a high level of maturation processes develop as individuals. The sixth needs instinctive is described as follows:

It needs clear hierarchies: no person can manifest itself (a high level of basic needs) if the basic needs of lower level has not been met.

2) Theories of Rogers

According to Carl Rogers (1902-1987) three internal conditions of personal and creative are:

- a) Openness towards experience.
- b) the ability to assess the situation in accordance with one's personal benchmark (*internal locus of evaluation*).
- c) Ability to experiment, to "play" with the concepts.

Everyone has these traits for their psychological health of third very well. This person can be fully functional, producing creative works, and to live creatively. The third characteristic or condition that is also the encouragement from inside (*internal press*) to creations.

Both the flow (psychoanalysis and humanistic) is very different in personality creative explanation. It is difficult and unnecessary to marginal takpaknya opinions on which one is correct. Both have their own special meanings. The emphasis of the theory of psychoanalysis on the nature of the mind is not aware and the incidence of creativity as compensation for the children who can explain the traumatic, life is pretty much a productive figures. While the humanistic theory more emphasis on psychological health that allows one to overcome the problems of life.

This theory was of the view that decline dotted human self-determination. Creativity is born due to the urge to reach kamungkinan the highest possibilities in life and not as a defense mechanism against neurosis.



CHAPTER III

RESEARCH OF METHODS

A. Research Design

In this study researchers using other types of research methods of research and development, *research and development* is a method used to produce a particular product, and test the effectiveness of these products.

To be able to produce certain products used are research and needs analysis to test the effectiveness of the product so that it can function in society at large, then the necessary research to test the effectiveness of these products. So the longitudinal nature of the research and development (gradual can multy years). Competitive Grants Research (funded by Directorial General higher education), is research that produces the product, so that the method used is the method of research and development.¹⁹

The methodology of this research and development is very familiar with the learning technology field. Learning technology that deals with the efforts to increase the efficiency and effectiveness of learning.²⁰

B. Development Model

On the model of *Brog & Gall* there were 10 steps of research and development. As for measures of research and development on the model of Brog & Gall is as follows: (1) research and collection of information beginning; (2) planning; (3) the development of early product formats; (4)

¹⁹Prof. Dr. Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. (Bandung: Alfabeta, 2011), page 297.

²⁰Punaji Setyosari, *Metode Penelitian Pendidikan Dan Pengembangan*. (Jakarta: Prenada Media Group, 2010), page. 223.

test products; (5) a revision of the product; (6) field trials; (7) a revision of the product; (8) field test; (9) the revision of the final product; (10) desimilasi and implementation. In more detail, the steps of research and development as follows:

1. Research and collection of information beginning

Needs analysis is indispensable in order to obtain preliminary information and used as a basis for development. The collection of this information includes literature review, observations or observations of a class to be able to see the real conditions in the field. Literature review is needed as the Foundation of development.

2. Planning

In the planning phase includes activities including: formulating ability, formulate specific objectives to determine materials, and small scale trials. The most important thing at this stage of this planning is to formulate specific goals to be achieved from products that want to develop. This goal aims to provide a solid information to improve the products, so that products are tested in accordance with the specific purpose to be achieved.

3. development of the initial product format

The purpose of this initial product development includes the preparation of learning materials, *handbooks*, and evaluation tools. The format of the development is in the form of printed materials, such as

modules and learning materials, the order process or procedure in the draft learning system, equipped with video or *compact disc*.

4. Trial Products

The initial trials done on the 1-3 school, which involves 6-12 the data subject and the results of the interviews, observation and question form is collected and analyzed. This test is performed against the format program developed to know the compatibility with a specific purpose. Analysis of the results of this initial test inputs into the revision of the initial product to do.

5. Product Revision

At this stage, the initial test results were used to revise the initial product. Product revision is done based on this initial trial results to gain information and input which is then used to do the repairs in accordance with input obtained when test-drive.

6. Field Trials

Field trials are conducted based on a small scale trial results, then tested again to the unit or the subject try a bigger one. Quantitative data the results of the study were collected and analyzed in accordance with the specific purpose to be achieved, or if possible as compared to the control group, so that the obtained data to do further product revisions.

7. Product Revision

The revision level of the product is based on the results of field trials. The results of the field trials that involve group larger subject is

intended for determining the success of products in achieving its objectives and to gather information that can be used to improve the program or product for the purpose of improvement the next stage.

8. Field Trials

Once the product is revised, in the development of a more viable product wants then needed field test. This field test accompanied by interviews, observation, and the delivery of the now and then conducted the analysis.

9. The end Product Revision

Revision of the end product i.e. revision undertaken based on field test. Revision of this product be the size that the product really is said to be valid because it has gone through a series of trials was gradually.

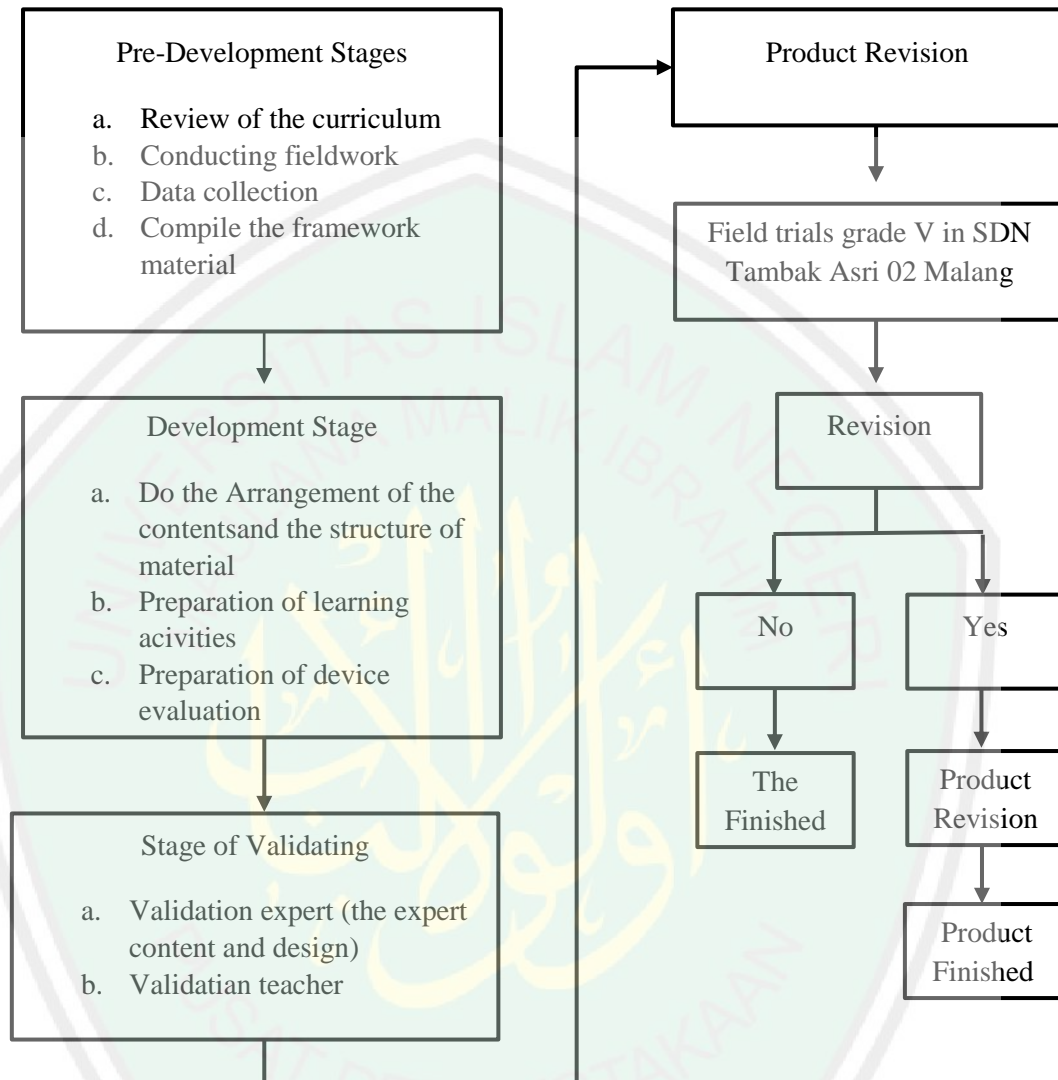
10. Desimilasi and Implementation

After a final product that is generated is already proven potency, the next step is desiminasi, implementation, and the institutionalization. Desiminasi of a product, developed will require socialization is a fairly long and long. Usually the process desiminasi and the implementation of the will be faced with various problems policy, legal, funding, etc.

C. Procedure Development

Based on a model that has been chosen, then the developer summarizing research procedure is described as follows.

Picture 3.1 Chart Measure the Development of Learning Materials



Of the steps that have been described above, then the explanation is as follows: (1) the stage of pre-production development, (2) the stage of product development, (3) the stage of testing products, and (4) the stage of revision.

1. Pre-trial Stage of Product Development

The purpose of this stage of pre-development i.e. learn and understand the characteristics of the material developed into planned learning materials. In addition, collect the ingredients required to design the tang material materials. Activities performed in this stage are:

a. Review of Curriculum

Analysis of the curriculum implemented aims to define the basic competencies and indicators. At this stage determined the number of basic competencies and indicators would be developed in learning materials. As for the selected basic competence is about:

Table 3.1 KI, KD, and Indicator

Standards Competence	Basic Competencies	Indicator
1. Receive and run the religious teachings that are adhered to.	Indonesian Language 1. Outlining the sequence of events or actions in the nonfiction text	Indonesian Language 1. Read the text of the narrative of events or actions that are contained in the text of the non-
2. Having honest behavior, discipline, responsibility,	2. Serves back event	

<p>caring, polite, and confident in interacting with family, friends, teachers, and neighbors.</p>	<p>or action having regard to the setting of the story in a fictional text</p>	<p>fiction</p>
<p>3. Understand the factual knowledge by way of observing (hear, see, reading) and ask yourself based on curiosity about himself, God's creation and its activities, and objects that he found her at home and at school.</p>	<p>Science</p> <p>1. Analyzing the water cycle and its impact on events on Earth as well as the survival of living things</p> <p>2. Make a paper about the water cycle scheme based on information from various sources</p>	<p>2. Recounting the events or actions with attention to the background story</p> <p>Science</p> <p>1. Experimenting the stages in the cycle of the water such as evaporation, condensation, and precipitation</p> <p>2. Discuss the water cycle and the impact of events on Earth as well as the survival of living things</p>
<p>4. Presents factual knowledge in language that is clear, systematic</p>		

and logical in the work of the aesthetic, in a movement that reflects the healthy children, and in the actions that reflect the child's behavior have the faith and honor.		
--	--	--

b. Doing Fieldwork

Field studies conducted aiming to identify the behavior and characteristics of grade V SDN Tambak Asri 02 Malang. Analyzing learning students, learning difficulties, and analyze the needs of learning materials learning thematic theme 8 subtheme 1grade V SD/MI this Activity. Done by means of interviews to the classroom teacher as well as observe the textbook used in learning, particularly in theme 8 subtheme 1.

The observations indicate that the textbook used in the thematic Learning curriculum refers to 2013, the material presented is less extensive. In addition the used textbook just focus on

learning objectives for improving student learning outcomes and aim to improve the ability of the creative thinking of students.

c. **Data Collection and Selection of Materials**

At this stage do data collection and selection of the textbook that will be developed in the development of learning materials. Textbook chosen tailored to students ' ability on the level of SD/MI, the result of the process in the form of the material with respect to the selected material, as well as accompanied by simple steps in doing practical work.

d. **Drafting Framework Learning**

Putting together the framework of learning materials to classify indicators, evaluation of material competence of the material energy.

2. Stage of Product Development

At this stage carried out the development of learning materials. In developing this material, researchers conduct consultations with teachers of subjects. The material presented in this book is not material that is presented to explain about the concept, but the material that is presented in the form of a book. As for the process is as follows:

a. **Preparing materials relating to topics that would like discussed.**

- b. Do the arrangement of contents and structure of the content of the materials in a way to determine the flow of thematic materials in accordance with the materials have been compiled.
- c. Make the experiment steps in accordance with the material.
- d. Make the evaluation.

3. The stage of Trial Products

Activities at this stage to know the level of appropriateness of initial drafts resulting from the development phase so that it can be done the fix for product refinement of learning materials. At this stage there are two steps namely stages of validation experts and field trials. Product validation is done by consulting the experts, i.e. Design, material experts and practitioners of learning. The results of validation experts white to fine-tune the product. After that field trials are conducted to find out the feasibility and interesting the media learning that have been developed.

4. Stage of Revision Product

This stage is carried out for repair or completion against the draft early based on analysis of the data or information obtained from experts and students. If the media learning is already said to be valid then researchers don't have to do revision and products ready for implementations, but if the materials have not been said to be valid it must be revised before being the end product development.

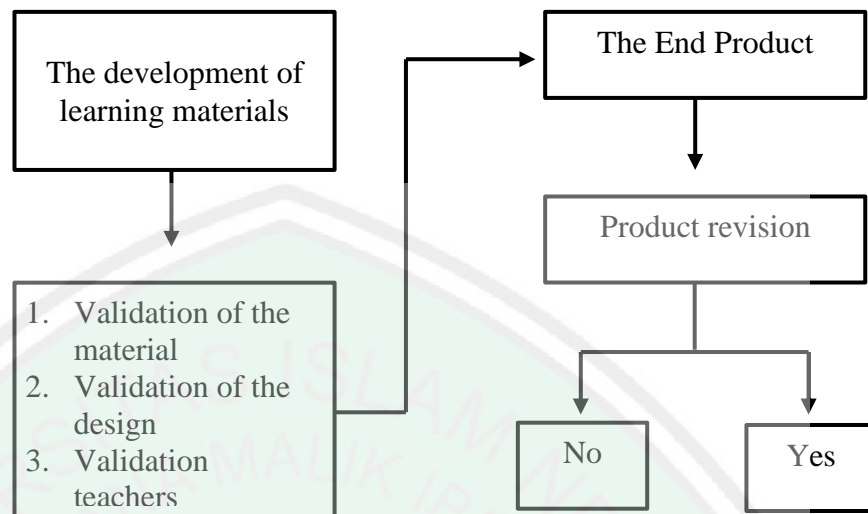
5. Product Validation Stage

Activities at this stage to know the feasibility level resulting from the initial stages of development so that later the repair can be done to improve the product in the form of learning materials. The validation phase in the form of inputs and criticism about the product materials. Furthermore based on input, or the criticism, revised development products so obtained the product the right learning materials used in instruction.

The existence of this expected final product validation materials developed it can truly accountable. So that the validation is achieved properly, it needs the precision in the selection of design validation, a validation subject, data types, data collection instruments, data analysis techniques and the development of learning materials. In detail, it is described as follows:

a. Design of Validation

This validation is aiming to obtain complete data for the sake of improvement of a product or products that will be made to perfection. In addition to knowing the products developed viable tested on students. Validation is done through expert evaluation and validation teacher courses.

Picture 3.2 Chart Product Validation

b. The Subjek of Validation

The subject of the tests in this study was a material (content), instructional design, and the teacher of the class V SDN Tambak Asri 02 Malang. It can be explained that the condition of the subject, it is the student who has a character quite complex, necessitating existence learning which can make students more active. A suitable method of learning is done in the thematic theme 4 is a practical method, because in it there is a practical activity measures capable of directing students to be active and independent in increasing understanding of the material by the way they each so can also enhance their creative thought process.

This can be evidenced from the increase in the results of the creative thinking of students through the development of learning materials in the form of the LKS. The following is the description associated with the test Validation by experts try:

a) Material Exspert (Content)

Is the material expert lecturers who are experts in mastering the material. In this case the material chosen by expert researchers is Agus Mukti Wibowo, M. Pd. As a lecturer at the Tarbiyah Faculty and teacher training. He was selected as an expert researcher the content because it's already meet the qualifications of experts in research development, there are:

- a. Mastering the characteristics of the material on the theme of class V 4 MI/SD.
- b. Had the insight of experience relevant to the product being developed.
- c. Willing as testers of the product material on theme 8 subtheme 1 grade V SDN Tambak Asri 02 Malang.

b) Media Expert

Media experts who set out to test the level to be valid, and the feasibility of the product materials, this practical book, essentially have the same criteria with content expert however, expert media should be people who have skills in the field of learning design. In this case the researcher to validate design to Mr. Ahmad Makki Hasan, M. Pd, he is a lecturer at the Faculty of science and technology, he is also an expert in the media or instructional design.

c) Learning Practitioner or Master Class V SDN Tambak Asri 02
Malang

Mom Mega is the teacher of class V SDN Tambak Asri 02 Malang. He is an expert of learning that will provide feedback and assessment of the development of learning materials in the form of theme material 4. As for learning expert criteria are as follows:

- 1) The Teacher are teaching the present institution SD/MI.
- 2) Have experience in teaching material on theme 8 subtheme 1.
- 3) Willingness of classroom teacher as evaluator and the users of the product development for the resource acquisition and development results.

c. The Subject of Research

Field trials are taken from the students of classes V SDN Tambak Asri 02 Malang totaling 26 students.

D. Types of Data

Data is defined as information or materials that can be relied upon real studies (analysis or conclusion). The data used as the basis to determine the effectively and the attractiveness of the resulting product. The type of data collected is shared into two, according to the type of data in General, namely:

1) Kuantitative Data, obtained from the results of scoring form of prosentasi through the now expert assessment, appraisal question form grade teacher, and student learning test results are as follows:

- a. Assessment expert content and instructional design of the suitability of the content of the student's Worksheet (LKS) learning. The suitability of the materials include to dances packaging, a clear steps in conducting experiments and completeness of other components, which can make learning materials to be effective.
- b. Assessment of subjects and teachers students test against to dance textbook.
- c. Student learning test results before and after using learning materials development results (results of initial tests and final test results).
- d. The student's responses regarding the development of the now Worksheets students (LKS).

2) Qualitatif Data:

- a. The results of the observation of learning of students before and after using development book.
- b. Input, feedback, and improvement suggestions based on expert assessment of results obtained through interviews of expert content/material, media expert, expert teaching and grade V SDN Tambak Asri 02 Malang.

E. Data Collection Instrument

The instruments used in the collection of data of which form the results of the interview, the now, and test the acquisition of improved creativity of students. Each instrument is explained as follows:

a. Interview

Interview done to mother Mega as the classroom teacher V SDN Tambak Asri 02 Malang. The interview is used to find problems that need to be examined to find out things from the respondents.

As for the interview guidelines used by researchers to find out the existing problems on the material theme 4 is as follows:

- 1) Needs of learning materials.
- 2) Level of understanding of students at the time of learning.
- 3) Difficulties faced by teachers.

The second interview will conduct to Mom Tri as a principal of SDN Tambak Asri 02 Malang. The interview is used to find out the thematic learning and the learning process that takes place at SDN Tambak Asri 02 Malang.

As for the interview guidelines used by researchers are as follows:

- 1) Process of learning activities in school.
- 2) Application of the K13 curriculum in schools.

From the results of the above interview researchers are trying to design a book teaching to improve creative thinking the student in the material theme 8 subtheme 1.

b. Question Form

Question Form the data collection technique is done by giving a set of questions or written statement to the respondent to answer. Now the data collection technique is efficient when the researchers know for certain variables that will be measured and know what could be expected from the respondent. In addition, the now also suitable when the number of respondents is quite large and spread over a wide area.²¹

As for the now required are as follows:

- 1) Appraisal question form or response expert content learning materials development the student worksheet (LKS)
- 2) Appraisal question form or response expert design learning materials development the student worksheet (LKS)
- 3) Appraisal question form or response master class V SDN Tambak Asri 02 Malang.
- 4) Appraisal question form or feedback about to dance learning materials through field trials.

As for the scale used in the assessment of this question form is the *Likert* scale, the scale is use for measure attitudes, opinions, and

²¹Ibid, page. 199.

perception a person or a group of people about social phenomena.²² As for the scoring criteria used in delivering judgment on the developer learning materials developed are:

- a. Very precise, very fit, very clear, very interesting, very easy. (score: 4)
- b. Appropriately enough, enough, clear enough, interestingly enough, easy enough. (score: 3)
- c. Less precise, less fit, less obvious, less attractive, less easy. (score: 2)
- d. Not very precise, very fit, very obscure, very unattractive, not very easily. (score: 1)

While test acquisition of creativity the students who used to increase creative thinking of students is carried out by comparing the results of *pre test* and *post test*.²³

c. Test of Creative Thinking

The tests that are used to gather data about the results of initial tests and final tests that show the effectiveness of student learning using learning materials development results that have been carried out, i.e. the development of the student's worksheet (LKS).

²²Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta, 2011), page. 134

²³Arief, *Pengantar Penelitian dalam Pendidikan* (Yogyakarta: Pustaka Pelajar, 2007), page.

F. Data Analysis Teknikquest

The analysis used in the study of development technique has three of them, an analysis of the learning contents, descriptive analysis, and the analysis of the test results.

a. Analysis of the Learning Contents

This analysis was done with the learning objectives in formulating suitable standards of competence and core competency to deliver the order of material that will be used as learning materials in the form of a product that is already developed. The results of the analysis are then used as learning materials as development of student worksheet (LKS).

b. Desriptif Analysis

At this stage of the trial, the data collected using the now open assessment to give critiques and feedback repair. The results of this descriptive analysis is used to determine the level of accuracy, effectiveness and development results in the form of product development the student worksheet (LKS), to analyze the results of the responses from the validator using the following formula:²⁴

$$P = \frac{\sum xi}{\sum x} \times 100\%$$

Description:

P = Feasibility

²⁴Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara. 2003), page. 313

Σ^{xi} = number of answers the highest

Σ^x = number of assessment answers

In granting meaning and making decisions to revise the materials used have qualification criteria as follows.²⁵

Table 3.2 Qualification Level Of Eligibility Based On The Percentage

Percentage (%)	Level of Validity	Description
$84\% < \text{score} \leq 100\%$	Verry Valid	Not Revision
$68\% < \text{score} \leq 84\%$	Valid	Not Revision
$52\% < \text{score} \leq 68\%$	Valid Enough	Partly Revision
$36\% < \text{score} \leq 52\%$	Less Valid	Revision
$20\% < \text{score} \leq 36\%$	Verry Less Valid	Revision

Table 3.3 Qualification level to a dance based on a percentage

Percentage (%)	Level to Interest
$84\% < \text{score} \leq 100\%$	Verry Interesting
$68\% < \text{score} \leq 84\%$	Interesting
$52\% < \text{score} \leq 68\%$	Interesting Enough
$36\% < \text{score} \leq 52\%$	Less Interesting
$20\% < \text{score} \leq 36\%$	Verry Less Interesting

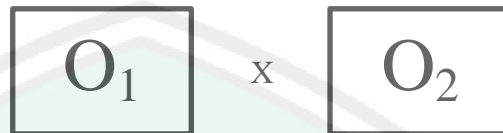
c. Analysis of the Test Result

Analysis of data used to measure the level of comparison the results of creative thinking of students. In field trials testing data using

²⁵B. Subali,dkk, *Pengembangan CD Pembelajaran Lagu Untuk Menumbuhkan Pemahaman Sains Siswa Sekolah Dasar*, Jurnal Pendidikan Fisika Indonesia, Nomor 8, Halaman 26-32, Jurusan Fisika Universitas Negeri Semarang (UNNES), Januari 2012

experimental design is done by way of comparing the circumstances prior to using the product after this development with (*before after*).

The use of experimental design (*before after*) as follows:



Description:

O_1 = value Before Treatmen

O_2 = Value After Treatmen

X = The Treatmen

The comparison rate to calculate using the formula t test. As for the formula that is used the level of significance of 0.05% is:²⁶

$$t = \frac{D}{\sqrt{\frac{d^2}{n(n-1)}}}$$

Description:

t = T Test

D = Different ($X_2 - X_1$)

d^2 = Variasiation

N = Number of Sampels

²⁶Novi Anisafatul Mufarida, “Pengembangan LKS (Lembar Kerja Siswa) Materi Energi pada Siswa kelas III di Sekolah Dasar Negeri Karangwidoro02 Malang”, Progan Studi Pendidikan Guru Madrasah Ibtidaiyah UIN Malang, 2012. page. 90

CAPTER IV

THE RESULTS OF RESEARCH AND DEVELOPMENT

This chapter will be displayed 4 things associated with research data, including (a) a description of the results of the development of learning materials (b) presentation of validation resources (c) an interesting data to results in the development of learning materials (d) test results the improvement of students ' creative thinking in class V. Data presented consecutively based on inputs from the expert content/material, expert design/media, learning, and field trials on grade V SDN Tambak Asri 02 Malang.

A. Description the Results of the Development

The results of product development in the form of a LKS on the theme of 8 sub theme 1 to grade V SDN Embankment Asri 02 Malang. As for the description of the materials can be reviewed through the 4 aspects of i.e. pre-preface, introduction, content, and complementary parts.

1. Part of the Pre-introduction

Pre-introduction part consists of: 1) front cover; 2) back cover; 3) Foreword; 4) Basic Foundation of creativity; 5) Surplus Materials; 6) KD, KI and Indicators; 7) Guidelines the use of Learning Materials; 8) Table of Contents. The results of the development of the learning materials are as follows:

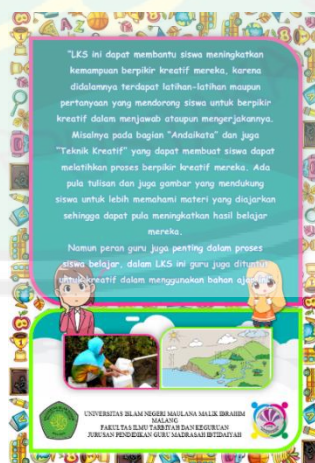
a. Front Cover



Picture 4.1 Front Cover

Front cover of learning materials consist of the name of the compiler, jenis materials namely Thematic books, learning materials tailored to the title subject matter developed, entitled "Environmental Friend", background materials tailored to the purpose of these materials created. This is intended so that readers are able to find out the meaning of the title before opening the contents of such materials.

b. Back Cover



Picture 4.2 Back Cover

Back cover designed simple containing title, explanation of globally linked with learning materials and interesting things contained in it. In addition to that listed some images that support the content of the materials developed, and instances of developers that are located at the bottom.

c. Foreword



Picture 4.3 Foreword

The preface is placed on the home page as the author's communication with readers welcome. As for the content of the preface is a praise to God Almighty, the destination he arranges materials book form, an explanation related to the content of the book, and the expectations of constituents against the book developed.

d. The Prominence of Learning Materials



Picture 4.4 The Prominence of Learning Materials

The prominence of learning materials expose about the various advantages of this book compared to the other materials, making learning materials in the form of the book can be accepted as a learning materials that can be applied in school.

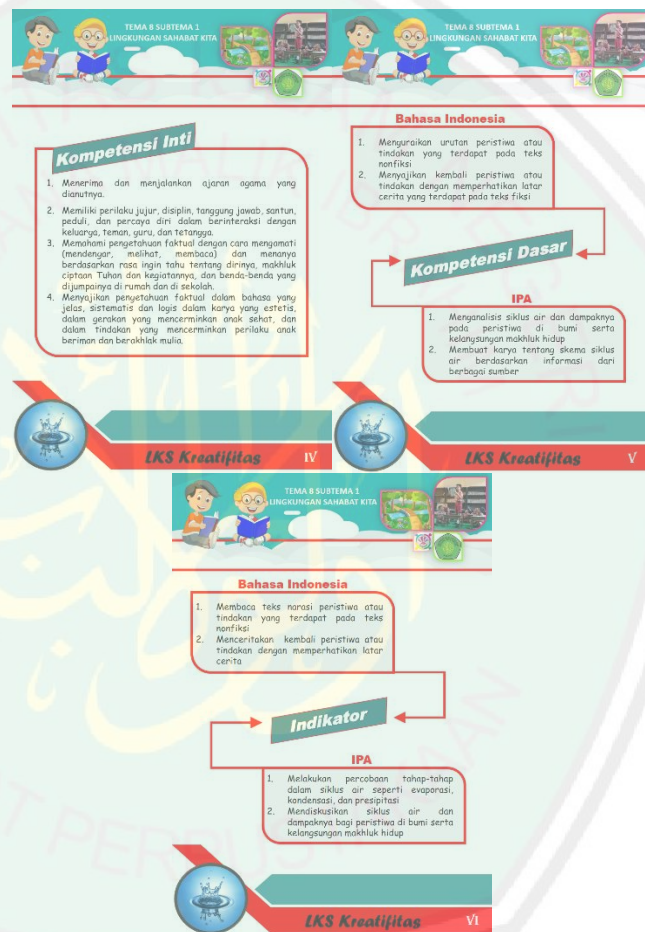
e. Basic Foundation of creativity



Picture 4.5 Basic Foundation of creativity

The basic foundation of creativity presented an explanation of the necessity of developing the potential of children i.e., one of which is the potential of their creativity, reinforced with A word in the quran in surat Ar-Rum verse 30.

f. Basic Competencies, Core Competencies, and the Indicators

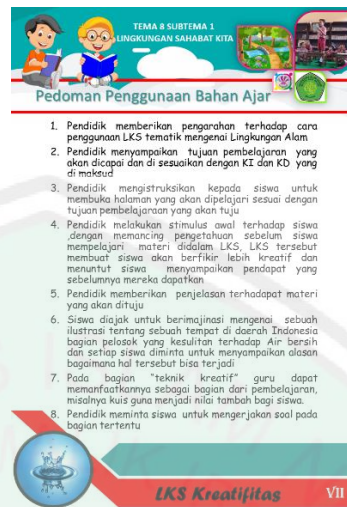


Picture 4.6 Basic Competencies, Core Competencies, and the

Indicators

Basic competencies, core competencies, and the indicators of achievement used as a reference in the implementation of learning activities.

g. Learning Materials Usage Guidelines



Picture 4.7 Learning Materials Usage Guidelines

Materials usage guidelines include a description of each of the sections contained in the materials. It is hoped the presence of these guidelines can make it easier for students to understand the context of a description of the material in each study.

h. Table of Contents

Daftar Isi

1. Kata Pengantar	I
2. Kelebihan Bahan Ajar	II
3. Landasar Dasar Kreatifitas	III
4. Kompetensi Inti	IV
5. Kompetensi Dasar	V
6. Indikator	VI
7. Pedoman Penggunaan Bahan Ajar	VII
8. Daftar Isi	VIII
9. Ayo Membaca "Siklus Air "	1
10. Ayo Membaca "Cerita Nonfiksi"	4
11. Uji Kompetensi	6
12. Daftar Pustaka	7

LKS Kreatifitas VIII

Picture 4.8 Table of Contents

The table of contents contains chapters and sub chapters that will be discussed on the page content and included a list of pages from all parts of the learning materials, to make readers more easily find the material to be learned.

2. Introduction



Picture 4.9 Introduction

The introduction materials located at the beginning of the learning activities, to provide related information material to be learned. Icon image in the middle of the material adapted to the bottom, to bridge the readers before entering the wider learning material.

3. Section Contents



Picture 4.10 Section Contents

Parts of the contents of the explanatory material is accompanied by images of supporters and there is the "Let's Read", on the part of the students were asked to read a non-fiction text stories. Although the development of learning materials is aimed at improving the creative thinking of students researchers do not eliminate the thematic learning objectives.

4. Supplementary Parts

The following are the components of complementary parts, namely:

1) Musings



Picture 4.11 Musings

The part is located in the content section of Musings with intent when students are learning so students simultaneously earn a spiritual component is in this LKS. 2013 curriculum should not be separated from this spiritual aspect, reinforced by Islamic University which plays an important role would be the occurrence of a product development

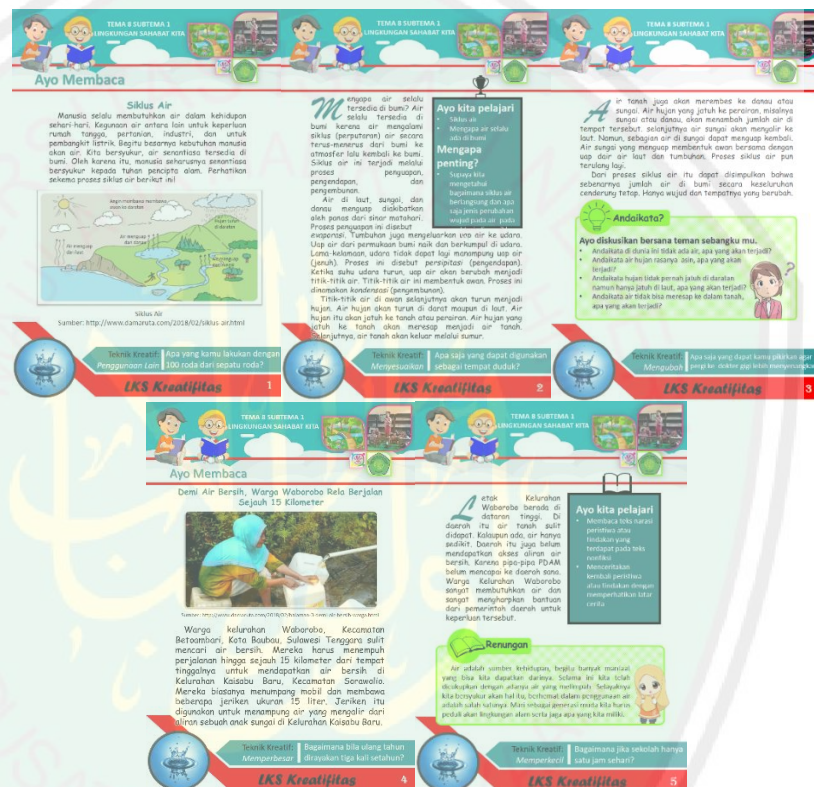
2) Andaikata



Picture 4.12 Andaikata

If a part is located on the end of a reading, the purpose of the creation of this LKS is to increase students' creative thought process and a question of precedence by the word "*Andaikata*" proved to be melatihkan students in degrading potential creativity in their answer.

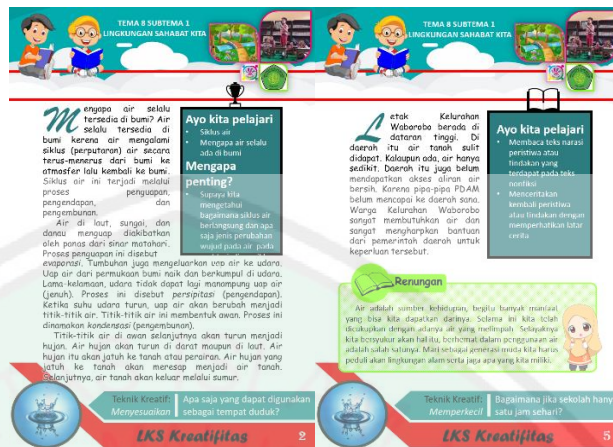
3) Creative techniques



Picture 4.13 Creative techniques

Creative techniques is an effort of researchers to train students' right improve their creative thought process. Creative techniques are at the bottom of each of the readings of the learning. In this section of teachers able to improve learning in accordance with the wishes of a student or a teacher.

4) Let's Learn



Picture 4.14 Let's Learn

So keep on learning the plot and not just focused on improving the process of creative thinking of students researchers working to keep invites students as well as teachers to stay focused against KI, KD, and indicators of learning that is already printed on the book teacher K13.

5) Test Capabilities



Picture 4.15 Test Capabilities

Test capabilities or competence contains the evaluation questions ranging from early learning to learning at the end of this book. In this section students were asked to answer questions that aim to measure the the extent to which students will understand the material that was submitted and also of course in order to measure their creative thought process they exercise for learning was previously in progress. The evaluation questions are arranged in the form of statements and answers shaped paragraphs.

6) Bibliography



Picture 4.16 Bibliography

Bibliography contains a list of references or sources of reference book used by the compiler as a source of materials for preparing the book form. In addition to that as evidence that the materials of the amplifier has a rationale. Students can find a list of other references listed in the bibliography. The purpose of the presence of such

references is so that students or teachers knowing the sources references taken compilers in making learning materials.

B. Presentation of Data Validation

In this study data obtained there are two kinds of data, i.e. the qualitative and quantitative data. Quantitative data are derived from the question form an assessment using the *Likert* scale, while the qualitative data in the form of critiques and suggestions from the validator. Data retrieved on 23 April – 26 April 2018. The acquisition of such data through a two-stage assessment, i.e. validation experts and field test. Data validation against learning materials is done by the three validator which consists of content/material expert validator, the validator's design, as well as validator of learning i.e. master class V SDN Tambak Asri 02 Malang.

The following criteria scoring value used in the validation process, as follows:

Table 4.1 Criteria Scoring Expert Expert content, Design, learning, and Grade V

Answers	Description	Score
VG	Very Good	4
G	Good	3
NG	Not Good	2
NVG	Not Very Good	1

**Table 4.2 Assessment Qualification Criteria Question form Validation
Experts and Trial Students**

The Level Of Achievement	Qualification	Description
$79\% < \text{score} \leq 100\%$	Valid	Need not be revised
$59\% < \text{score} \leq 79\%$	Quite valid	Need not be revised
$39\% < \text{score} \leq 59\%$	Less valid	Revision
$0\% < \text{score} \leq 39\%$	Invalid	Revision

Here is the presentation of data and assessment data analysis expert question form the content/material, design experts, and learning experts, along with criticism and advice.

1. The Results of the Validation Content Experts

Draft development learning materials that have been developed by researchers in the form of a LKS to increase creative thinking of students of class V SDN Tambak Asri 02 Malang.

a. Expert Content 1

1) Presentation of Quantitative Data

Product development of learning materials to be tested the material Mr. Agus Mukti Wibowo, M.Pd is the Thematic materials on water cycle in class V. Exposure assessment results the expert content submitted through the instrument now in the form of questionnaire towards learning materials . Quantitative data can be seen in table 4.4 as follows:

Table 4.3 Result Assessment Expert Content 1

No.	Statement	X	X1	P (%)	The level of validity	Description
1	Suitability of topic outline of the development of learning materials	3	4	75	Quite Valid	No Revision
2	The suitability of the material presented on the development of learning materials	4	4	100	Valid	No Revision
3	The suitability of the core competencies and indicators	4	4	100	Valid	No Revision
4	Conformance indicators is presented with the basic competencies	4	4	100	Valid	No Revision
5	The suitability of the content descriptions of systematic learning	3	4	75	Quite Valid	No Revision
6	The clarity of the exposure to the material.	3	4	75	Quite Valid	No Revision
7	The provision of the material presented can provide motivation to students mainly about science, technology, environment, and society	4	4	100	Valid	No Revision
8	The suitability of the material with a summary of the discussion	3	4	75	Quite Valid	No Revision

9	The precision of the evaluation instruments used can measure students' ability.	4	4	100	Valid	No Revision
10	The ease of language used in learning materials.	4	4	100	Valid	No Revision
	Result	36	40	90%	Valid	No Revision

$$P = \frac{\sum x}{\sum x_i} \times 100\%$$

$$P = \frac{36}{40} \times 100\%$$

$$P = 90\%$$

Based on the counting of the observations made by the experts of the contents as a whole reached 90%. If eligibility criteria are reviewed based on the table, then this score is included in the criteria for valid or worthy. However, to optimize product developed researchers must revise some parts of the materials if need to be replaced.

2) Presentation of Qualitative Data

As for the qualitative data collected from the criticism and suggestions of experts related content development learning materials in a statement described in table 4.5 are as follows:

**Table 4.4 Criticism and advice Materials Validation Results By
Content 1**

Validator	Criticism and suggestions
Agus Mukti Wibowo, M.Pd	<ol style="list-style-type: none"> 1. Content of the material is irreparably 2. No part of the readings are less clear 3. On the image of the water cycle can be added a description of the process therein

Based on the table above criticism and suggestions, has written that there are some aspect who need fixed by researchers so that products that are developed are more qualified. In the process, the improvement of these materials requires revision, revision 2 times first performed on April 24, 2018 and second revision performed on April 26, 2018 to expire on 27 April 2018. While the validation on the contents of the experts was started on April 23, 2018.



All of the data the results of the review, assessment, and discussions with expert content was made to revise the runways to the consummation of the component materials before class V students tried out as a user of the product development.

3) Revision of Product Development

Based on the results of the expert assessment or response content or material, then it's basically a LKS about creativity is need for improvements. Results of radi criticism and expert advice the content embodied best in order the consummation product development generated. Based on the analysis done, then repair learning materials are as follows:

Table 4.5 Revisions Expert Material

No.	The revised section	Before Revision	After Revision
1.	There are parts of the readings that are less obvious.		

2.	In the picture the water cycle can be added captions.		
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b. Expert Content 2

a) Presentation of Quantitative Data

Product development of learning materials that have been corrected, resubmitted to Mr. Agus Mukti Wibowo, M.Pd to validate the results of the improvements that have been done researchers. Exposure assessment results the expert content submitted through the instrument now in the form of questionnaire towards learning materials. Quantitative data can be seen in table 4.7 as follows:

Table 4.6 Content Expert Assessment Results 2

No.	Statement	X	X1	P (%)	The level of validity	Description
1	Suitability of topic outline of the development of learning materials.	4	4	100	Valid	No Revision
2	The suitability of the material presented on the development of learning materials.	4	4	100	Valid	No Revision
3	The suitability of the core competencies and indicators	4	4	100	Valid	No Revision
4	Conformance indicators is presented with the basic competencies	4	4	100	Valid	No Revision
5	The suitability of the content descriptions of systematic learning	4	4	100	Valid	No Revision
6	The clarity of the	3	4	75	Quite	No

	exposure to the material.				Valid	Revision
7	The provision of the material presented can provide motivation to students especially about creative thinking.	4	4	100	Valid	No Revision
8	The suitability of the material with a summary of the discussion	3	4	75	Quite Valid	No Revision
9	The precision of the evaluation instruments used can measure students' ability.	4	4	100	Valid	No Revision
10	The ease of language used in learning materials.	4	4	100	Valid	No Revision
	Result	38	40	95%	Valid	No Revision

$$P = \frac{\sum x}{\sum x_i} \times 100\%$$

$$P = \frac{38}{40} \times 100\%$$

$$P = 95\%$$

Based on the counting of the observations made by the experts reached 95% of the overall content. If eligibility criteria are reviewed based on the table, then this score is included in the criteria for valid or worthy to be used.

b) Presentation of Qualitative Data

As for qualitative data in this study was the suggestion of the expert content after reviri done. Overall about the content of these materials is feasible for researchers to use in learning in class V on thematic learning to improve students ' creative thinking.

2. The Results of the Validation Design Experts

a. Design Experts

1) resentation of Quantitative Data

Product development of learning materials that researchers ujikan to Mr. Ahmad Makki Hasan M.Pd in the learning materials in the form of Thematic materials on water cycle in class V. Exposure assessment results the proposed design expert via questionnaire towards the now in the form of instrument learning materials. Quantitative data can be seen in table 4.8 as follows:

Table 4.7 Design Expert Assessment Results

No.	Statement	X	X1	P (%)	The level of validity	Description
1	How the suitability of images on the cover of learning materials?	4	4	100	Valid	No Revision
2	How the suitability of images with the material presented in the learning materials?	3	4	75	Quite Valid	No Revision
3	How about the suitability of the wearing of the typeface used on materials?	4	4	100	Valid	No Revision
4	How about the suitability of the usage type of the letter on materials?	4	4	100	Valid	No Revision
5	How about the suitability of the use of color	4	4	100	Valid	No Revision

	variation on materials?					
6	How the precision placement of the image on learning materials?	3	4	75	Quite Valid	No Revision
7	How to level a dance image used on materials?	4	4	100	Valid	No Revision
8	How the consistency of the use of white space, headings, typing and materials on learning materials?	3	4	75	Quite Valid	No Revision
9	How do linkages pictures with student life on learning materials?	3	4	75	Quite Valid	No Revision
10	How to design the <i>layout</i> of interest on learning materials?	4	4	100	Valid	No Revision

	Result	36	40	90%	Valid	No Revision
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$$P = \frac{\sum x}{\sum x_i} \times 100\%$$

$$P = \frac{36}{40} \times 100\%$$

$$P = 90\%$$

Based on the counting of the observations made by the experts of the design as a whole reached 90%. If eligibility criteria are reviewed based on the table, then this score is included in the criteria for valid or worthy. However, to optimize product developed researchers must revise some parts of the materials if need to be replaced.

2) Presentation of Qualitative Data

As for qualitative data derived from a design expert comments and suggestions about the product development will be presented in table 4.9 as follows:

Table 4.8 the Criticism and Advice Materials Validation**Results by Design Experts**

Validator	Criticism and Suggestions
Ahmad Makki Hasan, M.Pd	<ol style="list-style-type: none"> 1. Logo of UIN Maulana Malik Ibrahim Malang was also the Logo Department PGMI moved to the back cover then noted the name of the University. 2. The words "LKS Thematic" scaled down in size so that users are not focused on him. 3. The words "theme 8 sub theme 1" moved right in the bottom of the paper "the environment is our friend". 4. Writing "Environment our friend" enlarged the dimensions so that the user can focus on the actual LKS title. 5. Number 5 passed down parallel with the inscription "for SD/MI students of class V". 6. On the top right is added so that the 2013 Curriculum logo indicates that the LKS is applying curriculum 2013.



Based on the table above criticism and suggestions, has written that there are some parts that need improvement so that it becomes more of a maximum of its utilization.

All of the data from the results of research, criticism, advice, and consultation with experts design researchers make a foundation to revise to the refinement of component materials before tested on students as a user of the product development and are also eligible for researchers use in learning in class V on thematic learning to improve students ' creative thinking.




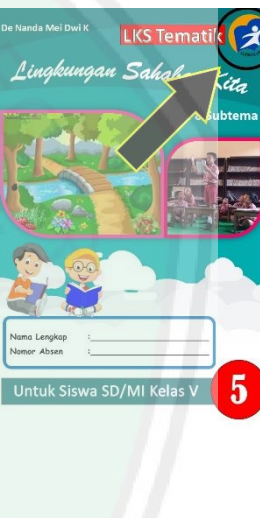
3) Revision of Product Development

Based on the analysis that has been done, the following exposure data related to the revision of the materials. Can be seen in table 4.9 as follows:

Table 4.9 Revisions Expert Design

No .	The Revised Section	Before Revision	After Revision
1.	Logo of UIN Maulana Malik Ibrahim Malang and PGMI majors Logo was moved to the back cover then noted the name of the University.		

2.	The words "LKS Thematic" scaled down in size so that users are not focused upon it.		
3.	"The theme of the 8 sub theme 1" moved right in the bottom of the paper "Environment of our Companions".		
4.	the sentence "Our friend of the Environment" is enlarged in size so that users can focus on the actual LKS title.		

5.	Number 5 passed down parallel with the inscription "for SD/MI students of class V".		
6.	On the top right is added so that the 2013 Curriculum logo indicates that the book is applying curriculum 2013.		

After the revision is carried out, the advice of expert design, namely "product development LKS creativity on thematic learning in class V theme 8, sub theme 1 is already eligible for tested in research".

3. The results of the Validation Study Experts

1) Presentation of Quantitative Data

Product development was handed over to the Mega Setya Permatasari s. Pd as expert learning is the learning materials in the form of books of creativity on thematic lessons in class v. Exposure

assessment results learning experts submitted through the instrument of the now in the form of questionnaire towards learning materials.

Quantitative data can be seen in table 4.11 as follows:

Table 4.10 Results of Exposure Assessment Learning Experts

No.	Question	X	X1	P (%)	Level of Validity	Description.
1	The level of relevance to the curriculum learning media.	4	4	100	Valid	No Revision
2	Facilitate teachers in teaching themes “Our friend of the Environment”.	4	4	100	Valid	No Revision
3	Assist teachers in delivering the material.	4	4	100	Valid	No Revision
4	Creative students in forming thematic learning.	3	4	75	Quite Valid	No Revision
5	The clarity of the instructions of use.	4	4	100	Valid	No Revision
6	Outline of the Ordinance the purpose of	4	4	100	Valid	No Revision

	learning.					
7	Alignment of content material with KD and indicators.	3	4	75	Quite Valid	No Revision
8	Alignment of the contents of the exercise with the purpose of thematic learning.	3	4	75	Quite Valid	No Revision
9	The suitability of the content of the thematic material with the characteristics of the text.	4	4	100	Valid	No Revision
10	Suitability of oenggunaan pictures and illustrations with the material in the LKS creativity.	4	4	100	Valid	No Revision
11	Evaluation in the learning materials can improve the results of the creative thinking	3	4	75	Quite Valid	No Revision

	of students.					
12	Students are motivated in following the instruction.	4	4	100	Valid	No Revision
13	The role of learning materials in the thematic learning.	4	4	100	Valid	No Revision
14	Meet the criteria of learning materials.	3	4	75	Quite Valid	No Revision
15	Ease of use materials teach.	4	4	100	Valid	No Revision
	Result	55	60	91,6%	Valid	No Revision

$$P = \frac{\sum x}{\sum x_i} \times 100\%$$

$$P = \frac{55}{60} \times 100\%$$

$$P = 91,6\%$$

Based on the above calculation then the observations made by the experts study the overall reach 91.6%. If eligibility criteria are reviewed based on the table, then this score is included in the criteria for valid or worthy to be used.

2) Presentation of Qualitative Data

As for qualitative data derived from comments and expert advice learning is the teacher of class V in SDN Tambak Asri 02 Malang is "the LKS that have been made already nice and fit with existing learning content on the theme 8. The cover design or Layout is also nice and in accordance with existing themes in it and can make children don't get bored. Although the exercises a bit confusing because it looks matter not common so teachers need to hang back, but students already according to improve creativity of students ".

All data from the results of the review, assessment, and advice by learning experts made a runway for repairs to the consummation product development before tested on students as a user.

4. The Test Result of Intersted the Products

Data validation is obtained from the results of the trial against the learning materials at 26 grade V SDN Tambak Asri 02 Malang. Exposure to the results of quantitative data from a field trial results can be seen in table 4.12

Table 4.11 The Interested of Products

Subject students	Aspects Of Assessment										Σ^N
	1	2	3	4	5	6	7	8	9	10	
1	4	3	4	4	3	2	4	3	4	4	35
2	3	4	3	3	4	4	1	2	4	3	31
3	4	4	3	3	3	2	3	4	3	4	33
4	4	3	2	2	1	4	2	1	3	2	24

5	3	3	3	2	4	2	3	4	3	3	30
6	4	3	3	3	3	2	4	3	4	3	32
7	4	3	3	4	2	3	2	4	3	4	32
8	4	3	3	3	2	3	2	4	3	4	31
9	4	3	2	3	4	2	1	3	4	3	29
10	3	3	4	3	4	3	4	3	3	4	34
11	4	4	3	3	3	3	4	3	4	4	35
12	3	3	3	2	3	2	4	3	4	4	31
13	4	3	3	4	3	2	3	4	4	4	34
14	4	3	4	4	3	4	3	4	3	4	36
15	4	3	3	3	4	2	3	3	2	3	30
16	3	4	4	3	3	2	3	4	3	4	33
17	3	4	4	3	4	4	4	3	4	4	37
18	3	2	4	3	4	3	2	3	4	3	31
19	4	4	4	4	4	3	4	4	4	4	39
20	4	3	3	3	3	2	3	2	2	4	29
21	4	3	3	4	3	2	3	4	3	3	32
22	4	3	4	4	3	2	3	3	4	4	34
23	4	4	3	3	3	2	3	3	3	4	32
24	4	2	3	3	2	4	3	3	2	4	30
25	4	4	4	3	3	2	4	4	4	3	35
26	4	3	3	3	4	2	3	4	3	3	32
Σx	97	84	85	82	82	68	78	85	87	93	841
Σx_1	104	104	104	104	104	104	104	104	104	104	1040
%	93	80	82	79	79	65	75	82	84	89	80,8

Description:

Aspects of assessment 1 : The book of creativity can facilitate students in learning.

Aspects of assessment 2 : The book of creativity can give a spirit on the students in learning.

Aspects of assessment 3 : Ease students in understanding the material contained in the materials.

Aspects of assessment 4 : Ease problems that exist in the learning materials.

Aspects of assessment 5 : The suitability of the fonts and the font size is in learning materials.

Aspects of assessment 6 : The difficulty of the words used in the materials.

Aspects of assessment 7 : The use of instructions in learning materials.

Aspects of assessment 8 : The language used in learning materials.

Aspects of assessment 9 : Problems existing in the learning materials.

Aspects of assessment 10 : Materials to assist students in understanding or applying the theory of learning.

No. Subjec student : Respondents to the student.

x_1 : The number of ideal score in one item.

\sum^N : The amount of score for each respondent / students.

$\sum x$: The total number of student answers.

$\sum xi$: The total score is ideal all items.

Quantitative data obtained from field test in table 4.11 next step, namely the analysis of the data. Here are the percentage level of interst LKS Creativity on Thematic lesson class v:

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

$$P = \frac{841}{1040} \times 100\%$$

$$P = 80,8\%$$

Based on the above calculation is then retrieved the overall reach field test. 80,8 If eligibility criteria are reviewed based on the table, then score above included in the criteria for valid or viable for use in learning.

5. Test Results the Improvement of Creative Thinking of Students Before and After Using the Product

Following the presentation of the data *pre-and post test-test* of grade V in field trials to find out the difference of creative thinking of students before and after using the product.

Table 4,12 The Results of the Field Trials *Pre-Test* and *Post-Test*.

No.	Name	Value	
		<i>Pre-test</i>	<i>Post-test</i>
1	A	68	95
2	M S	75	92
3	S A	89	94
4	T D A	71	74
5	A D S	73	97
6	A D U	63	90
7	B F	79	88
8	D A R D	79	79
9	D N	77	94
10	F D P	54	85
11	F A	52	84
12	S T	83	91
13	G R	59	89
14	H	53	89
15	H B S E	89	89
16	H P S	50	95
17	K N E W	61	79
18	M H M	59	88
19	M S	50	89
20	S A K	79	95
21	S B V A P	59	89
22	W O F	69	90
23	W R D M	56	83

24	Y I S	88	80
25	M W S	50	94
26	R A	80	98
Result		1765	2310
Average		65,37	85,5

On tabel above, can be seen with mecari results pre-and post test-test with the formula:

$$\text{Mean} = \frac{\sum x}{N}$$

Description:

Mean : Average

$\sum x$: Total value of *pre*-and *post test*-test.

N : The number of samples.

Calculation based on the average by using equations above indicate that the average value of *pre-test* was 65.37 and average value of *post-test* was 85.5. The average value of these students can be seen based on the amount of the average or *mean post-test* i.e. 85.5 greater than the *pre-test* values tend to be smaller i.e. 65.37, suggest that a significant increase in creative thinking as much as 20.13. students experience increased creative thinking ability after using the LKS creativity, so it can be said that the book is able to improve the creativity of the creative thinking of students in Thematic learning students in class V.

Of the value of pre-and post test-the test further analyzed through two sample t-test (T-Test sample paid). This analysis technique is used to find out whether there is an impact on the treatment given to a group of objects. Indicators of whether or not there is the influence of the study i.e. cognitive difference in case of students who performed before and after the use of learning materials developed.

Based on existing data, it will be done the calculations related to the learning materials developed are able to increase the student's creative thinking or not. Following the steps of calculation using the formula t-test:

1. The first step that is making H_a dan H_o in the form of sentences.

H_a : There is a difference between the students creative thinking before and after using the product developed.

H_o : There is no difference between the students creative thinking before and after using the product developed.

2. The second step that is looking for t_{count} by the following formula:

$$t = \frac{D}{\sqrt{\frac{d^2}{N(N-1)}}}$$

Description:

t : Koefisien t/value *t-test*

D : Different ($X_2 - X_1$)

d^2 : Variation

N : The Number Of Samples

3. The third step is to determine the criterion test-t
 - a. If the value t_{count} smaller than t_{table} then the significant meaning H_0 received and H_a rejected.
 - b. If the value t_{count} larger than t_{table} then the significant meaning H_0 rejected and H_a received.
4. The fourth step, namely to determine the results of the statistics on the pretest and post test with t-test formula.

Table 4.13 Specify the Statistical Results on *Pre-Test* And *Post-Test*.

No.	Name	Value		Gain ($X_1 - X_2$)	d^2
		<i>Pre-test</i>	<i>Post-test</i>		
1	A	68	95	27	729
2	M S	75	92	17	289
3	S A	89	94	5	25
4	T D A	71	74	3	9
5	A D S	73	97	24	576
6	A D U	63	90	27	729
7	B F	79	88	9	81
8	D A R D	79	79	0	0
9	D N	77	94	17	289
10	F D P	54	85	31	961
11	F A	52	84	32	1024
12	S T	83	91	8	64

13	GR	59	89	30	900
14	H	53	89	36	1296
15	HBSE	89	89	0	0
16	HPS	50	95	45	2025
17	KNEW	61	79	18	324
18	MHM	59	88	29	841
19	MS	50	89	39	1521
20	SAK	79	95	16	256
21	SBVAP	59	89	30	900
22	WOF	69	90	21	441
23	WRDM	56	83	27	729
24	YIS	88	80	-8	64
25	MWS	50	94	44	1936
26	RA	80	98	18	324
Results		1765	2310	545	16333

Following are the results of pre-test and post test with t-test formula:

$$t = \frac{D}{\sqrt{\frac{d^2}{N(N-1)}}}$$

$$t = \frac{20,96}{\sqrt{\frac{16333}{26(26-1)}}}$$

$$t = \frac{20,96}{\sqrt{\frac{16333}{650}}}$$

$$t = \frac{20,96}{\sqrt{51,27}}$$

$$= \frac{20,96}{7,16} = 2,92$$

$$d = \frac{\Sigma D}{N}$$

$$= \frac{545}{29}$$

$$= 20,96$$

5. The fifth Step is to compare t_{count} and t_{table}

- $t_{\text{count}} > t_{\text{table}}$
- $2,92 > 1,708$

6. The sixth Step is the conclusion

The results of the above calculation shows that t_{count} is greater than t_{table} , H_0 accepted and H_a rejected. So there are significant differences between levels of creative thinking of students before using and after using the LKS creativity on thematic learning class V theme 8 sub theme 1.

Next than average known that X_2 is higher in value than the X_1 ($2,92 > 1,708$). This indicates that the results of the post-test is higher than in the pre-

test. So it can be inferred that the learning materials in the form of LKS creativity on thematic learning theme 8 sub theme 1 class V SD/MI developed a researcher was able to increase creative thinking grade V in SDN Tambak Asri 02 Malang in the teaching and learning activities.



CHAPTER V

DISCUSSION

A. Analysis the Development of LKS Thematic

Product development produced was the medium of instruction in the form of LKS Thematic theme 8 sub theme 1 as learning support students and teachers in carrying out thematic learning 5th grade SDN Tambak Asri 02 Malang to enhance creative thinking of students.

1. The results of the development of LKS Thematic

The final form of the learning media development is the theme of the LKS Thematic 8 sub theme 1. Learning media development products presence in the form of LKS Thematic aims to meet the availability of complementary book which can improve effectiveness and attract students in learning thematic learning in accordance with the curriculum of 2013. Learning media has the main objective, namely to enhance the creative thinking of students.

Learning media development in the form of Thematic book is based on the fact that has not been the availability of media learning that supports students to enhance their creativity on thematic learning.

Thus the results of this development are intended to meet the availability of media of instruction that can enhance creative thinking of students in learning thematic in SD/MI to achieve educational outcomes specified by the curriculum.

Whereas the procedure of the development of learning materials is through several stages including:

1. Pre-trial stage of development.
 - a. Traversed researchers by conducting a needs analysis on the subject of research and analysis of the curriculum, KD, and KI material suitable for in connection with the process of creative thinking.
 - b. The second step namely analyze existing deficiencies in materials that have been used by students of class V in SDN Tambak Asri 02 Malang.
 - c. look for ingredients that can improve practice creative thinking of students who can be associated with the material that has been previously selected.
2. Development stage, traveled with researchers conducting the preparation of products from materials that have been obtained and also the results of the analysis.
3. Test validation and revision stages of product development.

Before entering on the stage of the validation test, researchers need to prepare the following things: (1) Drafting an instrument of validation in the form of a detailed questionnaire on either the content validation, validation, validation design students or field test. Then proceed with the making of a matter of pre and post-test and determination of the validator. (2) consultation with experts who have

selected associated learning materials development results, instrument, and juha reserved pre and post test. Here are the validation test phase on exposure, including:

- a. The product is examined at the expert content/material i.e. to Mr. Agus Mukti Wibowo M.Pd which begins on April 24, 2018, the submission of revised results on April 26, 2018 until the completion of the product on April 27, 2018.
- b. The Product to be tested on a design expert to Mr. Ahmad Makki Hasan M.Pd which started at April 24, 2018, then completion of the product on April 27, 2018.

After fulfilling these learning materials development procedure, generated learning materials in the form of books of creativity on Thematic learning theme 8 sub theme 1 SD/MI students to class V, which has been declared valid and feasible to use.

Product development of learning materials that researchers develop includes material water cycle and non-fiction stories. Test competencies/skills in product development a similar problem that is packaged in the form of descriptions and troubleshooting. It is deliberately drawn up with the aim to improve creative thinking of student. The existence of these materials can be used as an alternative or supplementary learning materials for educators and students in addition to the materials already used in the previous study.

B. Analysis Expert Validation of Product Development

The results of the validation of some of the subjects have been converted on a scale percentage based on the rate of validity as guidelines for revising the product development to the level of achievement as follows:

Table 5.1 Eligibility Upon The Percentage Level Of Qualifying

The Level Of Achievement	Qualification	Description
$79\% < \text{score} \leq 100\%$	Valid	Need not be revised
$59\% < \text{score} \leq 79\%$	Quite valid	Need not be revised
$39\% < \text{score} \leq 59\%$	Less valid	Revision
$0\% < \text{score} \leq 39\%$	Invalid	Revision

Assessment will be based on the table above product development is said to be valid if it meets the terms of the achievement of more than 79%-100% of the total insur now contained in the assessment of experts and also students. The assessment must reach criteria valid or worthy of use. If the criteria is less/not valid then revision should be done to achieve the valid criteria.

1. the results of the analysis validation of Content Experts.

Expert content is an expert lecturer who mastered the in SD/MI learning. As for the qualifications of the experts in the research of this development are:

- a. Mastering the characteristic of learning
- b. Have scientific insights related to the product being developed

- c. Willing as validator of product LKS Thematic grade 5 in SDN Tambak Asri 02 Malang

Based on the results of the expert assessment of the contents of the retrieved 95%, the percentage of the final percentage of the achievement of the qualification is valid or worthy of use ($79\% < \text{score} \leq 100\%$). Media LKS Thematic class V SD/MI 8 sub theme 1 theme according to the content is valid and deserves to be used as it is in compliance with the standard curriculum, Competencies, Basic Competencies, learning objectives, and Indicators with the material in the book. So too with the components of the content in the form of the suitability of the material presented on the development of learning materials, compliance with core competence indicators, compliance with the basic competence of conformity indikator systematic learning content descriptions, clarity exposure to the material, a material that can motivate students, presented a summary of the material in accordance with the deliberations of the evaluation instruments, precision used can measure students ' ability, ease of language used in learning materials.

While the evaluation according to the White material is in compliance with the material and curriculum, the evaluation provided can be used to measure the improvement of students ' creative thinking.

2. the results of the analysis of validation Design Experts.

Design experts set out to test level to an invalid product materials have essentially the same criteria with expert content however expert instructional design should have the ability in the field of instructional design.

Based on the results of the expert assessment of the percentage obtained 90% design, percentage of achievement the qualifying data valid or worthy of use ($79\% < \text{score} \leq 100\%$). Expert assessment of the design seen from several aspects, the first is the assessment of cover, the cover of votes already interesting and in line with the content of the material because according to the design of colors used is just right and not too turned on, the picture on the the cover has also been adapted to the book title, i.e. the theme is "environment is our friend", the use of fonts and any size is just right so that rated the book looks interesting to read and learn.

The use of the model and the size of the letters is in compliance yet grade V, because the letters readable. All the letters using models of different size and color desuai to the characteristics of elementary school students. The overall layout of the book interesting and valued in accordance with the inhabitants on the level of elementary school children, because children love with something that makes them interested.

Learning media should be made as attractive as possible and as clearly as possible and adapted to the recipients (students) in order to created a conducive learning environment.

3. The results of the analysis of expert validation of learning

Expert learning or can also be called with this learning practitioners is one of the testers to rate valid from media products developed. As for the qualifications of learning practitioners is as follows: practitioners

- a. teachers are teaching at the institution level SD/MI
- b. have experience in teaching
- c. product testers as a willing media learning in the form of LKS

Thematic to source data acquisition results of development.

Based on the results of the expert assessment of learning i.e. master class V SDN Tambak Asri 02 Malang, the percentage obtained is 91.6%. percentage of the achievement of the qualification is valid or worthy to be used ($79\% < \text{score} \leq 100\%$). According to the opinion of the expert study, learning materials in the form of Thematic books are said to be feasible because the material was presented already in accordance with the curriculum of 2013, the basic competencies, core competencies, and indicators. Overall materials used have been very fit with the material and learning objectives that will be achieved and in accordance with the capabilities of the menalar child so that the child is motivated to learn more about the material that has been presented.

C. Analysis of the improvement of students creative thinking

After doing the activities of learning by using learning media in the form of Thematic books, then do a test to find out if there is an increase against the creative thinking of students after using learning materials developed.

Evaluation of the enhancement of creative thinking of students is carried out to monitor the process, progress, and improvement of creative thinking of students, on an ongoing basis. As such, then the evaluation should be done in teacher learning continue, not just on the seasons or scheduled repeat exams only.

It can be said that this Thematic book learning media capable of effectively can improve creative thinking ability of the students of classes V because this LKS Thematic in design based on characteristics of the user so that the students can use independently and facilitate students in learning that has been tested to its an invalid by some expert validation.

Research generates $t_{\text{calculate}} = 2.92 > t_{\text{table}} = 1.708$. Thematic book learning materials that have been developed have a good level of relevance to the curriculum, learning materials material easy to understand, simpler language used as well as the appropriate instances and close to the lives of students. The results of the development that has been done to increase creative thinking of students.

According to Freud, people are just encouraged to be creative if they cannot meet the needs of sexual directly. At the age of four years on child physical cravings arise against the parents of a different gender. Because

these needs cannot be met, then it happens early and sublimation of the imagination. So according to Freud's creativity can be formed by one's gender needs since they are still small, and the theory is also supported by other theories i.e. theories that say that Kris is their most mamapu "calling" materials from nature the unconscious mind.

But both the theory is contradicted by the theory made by Jung, Jung believed that nature was the one who played the role of unconscious which is very important in the appearance of a high level of creativity. It is therefore very important to provide a directional experience to learners (learning media gives the right) so that the learners can thrive better.

CHAPTER VI

CONCLUSION

A. Development Results Conclusion

Based on the development process and test learning materials in the form of LKS creativity on thematic learning to improve the process of creative thinking of students of class V in SDN Tambak Asri 02 Malang. Can be presented as follows:

1. The development of these materials produce LKS creativity on thematic learning theme 8 sub theme 1 to improve the process of creative thinking of students of class V SD/MI. Products developed meet as good learning materials based on the results of the validation and field trials. The presence of these materials is expected to be a reference book and additional references for educators as well as students of class V SD/MI in assisting the process of learning the thematic theme 8 sub theme 1.
2. The development of learning materials is done by way of knowing the level of valid and to dance which are obtained from the results of the validation of the content/material expert, expert, expertise, learning, design and test grade V SDN Tambak Asri 02 Malang. As for the results obtained at are as follows:
 - a. The results of the validation of content experts acquire a percentage of 95% that means learning materials development of a valid and worthy to be used.

- b. Results of the validation of the design experts acquire a percentage of 90% which means learning materials development of a valid and no revision.
 - c. Results of the validation study experts gain percentage amounted to 91.6% which means learning materials development of a valid and viable for use on grade V SD/MI in the lesson.
 - d. Level of interested the development products obtained from product testing to the students of classes V in SDN Tambak Asri 02 Malang gain percentage 80,8% which means learning materials development of a valid and interesting.
3. The development of learning materials in the form of LKS of creativity on thematic learning theme 8 sub theme 1 to grade V SD/MI proved can improve the process of creative nerpikir grade V SDN Tambak Asri 02 Malang. This can be seen on the basis of:
 - a. The results of increasing creative thinking of the students after using learning materials development as measured by pre-test scores 65.37 average and average value of post-test 85.5; increase of 20.13. This shows that there is a difference of students ' creative thought process before and after the use of learning materials development with rising 20.13.
 - b. Based on the data processing results improved creative thinking of students of class V SDN Unfortunate Pond Asri 02 as measured using the test creative thinking, show that t_{count} is greater than t_{table} . Thus

it can be concluded that there is a significant difference towards the enhancement of creative thinking of students in learning while using the thematic materials in the form of books of creativity on thematic learning theme 8 sub theme 1 to improve the process creative thinking of students of class V SD/MI.

B. Suggestions for Research Development

Learning materials developed are expected to support the learning of processed V SD/MI. As for suggestions submitted include a suggestion for the purposes of utilization of materials and suggestions for further development. The following explanation in detail as follows:

1. Suggestions for the Purposes of Utilization of Materials Development

Suggestions for optimizing the utilization of materials development is as follows:

- a. The development of learning materials in the form LKS of creativity on thematic learning theme 8 sub theme 1 for class V SD/MI can be utilized as references as well as grip thematic materials for class V SD/MI and also educators.
- b. The development of learning materials can be used by students without accompanied by a teacher. But to better maximize the function of its use, it will be good educators/teachers participated in the process of use of materials so that the key points in this book can be understood by the students well.

2. Suggestions for Further Development

Given the still weakness in the materials recommended for the purposes of further development can be seen a few things, as follows:

- a. The need for addition of more extensive material but preparation and presentation tailored to the curriculum and the characteristics of learners.
- b. Learning materials that have been developed this for more good news can be associated more with the approach of the Quran or the Hadith to guide students ' mindset that there is a correlation between the importance of having a personal creative with teachings that have been written in the Al-Quran. The presence of an additional approach to the Quran and the Hadith are expected not only to guide students to think globally, but can also form the moral character of students in applying the knowledge they have learned.

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APPENDIX



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://fitk.uin-malang.ac.id/ email :fitk@uin-malang.ac.id

BUKTI KONSULTASI SKRIPSI
JURUSAN PENDIDIKAN GURU MADRASAH IBTIDAIYAH

Nama : De Nanda Mei Dwi K
NIM : 14140096
Judul : Developing Student Worksheet (LKS) to
improve the ability of creative student
grade V in SDN Tambak Asri 02 Malang
Dosen Pembimbing : Lili Parkara Octaberlina M.Ed.

No.	Tgl/ Bln/ Thn	Materi Konsultasi	Tanda Tangan Pembimbing Skripsi
1.	04/05/18	file revision.	Li
2.	11/05/18	background	Li
3.	20/05/18	background.	Li
4.	02/06/18	ch. 2. review of literature	Li
5.	07/06/18	ch. 4. Data analysis	Li
6.	15/06/18	Ch. 4. Data analysis	Li
7.	09/07/18	ch. 5. Conclusion.	Li
8.	13/07/18	Ch. 5. Conclusion.	Li
9.	23/07/18	overall revision.	Li
10.	19/08/18	overall revision.	Li
11.			
12.			

Malang, 25 October 2018
Mengetahui
Ketua Jurusan PGMI,

H. Ahmad Sholeh, M.Ag
NIP. 197608032006041001



Certificate No. 10061219

Lampiran 1

Instrumen validasi ahli isi/materi

INSTRUMEN VALIDASI AHLI MATERI

"DEVELOPMENT STUDENT WORKSHEET (LKS) TO IMPROVE THE ABILITY OF THE CREATIVE THINKING OF STUDENTS ' THEME 4 HEALTHY IS IMPORTANT IN GRADE V SDN TAMBAK ASRI 02"

A. Pengantar

Berkaitan dengan pelaksanaan pengembangan LKS Berfikir Kreatif Tema 8 sub tema 1 (Lingkungan Sahabat Kita) pada siswa kelas V, maka peneliti bermaksud untuk mengadakan validasi media pembelajaran yang telah di produksi sebagai salah satu bahan pembelajaran. Oleh sebab itu , peneliti mohon kesediaan Bapak/Ibu untuk mengisi angket dibawah ini sebagai ahli isi/materi. Hasil dari pengukuran melalui angket akan digunakan untuk menyempurnakan pengembangan LKS Berfikir Kreatif agar dapat bermanfaat dalam pembelajaran sebelumnya saya sampaikan terimakasih atas kesediaan Bapak/Ibu.

Nama : Agus Mukti Wibowo M.Pd
 NIP : 197807072008011021
 Instansi : UIN Malang
 Pendidikan : S1 Kimia - S2 Pendidikan kimia
 Alamat : Mulyoagung - Dau - Malang

B. Petunjuk Penelitian

1. Jawablah pertanyaan di bawah ini dengan memberi centang pada alternative jawaban yang dianggap paling sesuai.
2. Jika diperlukan kritik dan saran Bapak/Ibu dapat dituliskan pada lembar yang telah disediakan.

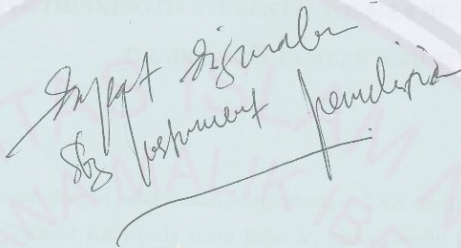
1. Keterangan

Skala Penilaian/Tanggapan			
1	2	3	4
Sangat Tidak Baik	Tidak Baik	Baik	Sangat Baik

2. Lembar Penilaian

No	Butir Pertanyaan	Nilai			
		1	2	3	4
1	Kesesuaian rumusan topik pada pengembangan bahan ajar.				✓
2	Kesesuaian materi yang disajikan pada pengembangan bahan ajar.				✓
3	Kesesuaian kompetensi inti dan indikator.				✓
4	Kesesuaian indikator yang disajikan dengan kompetensi dasar.				✓
5	Kesesuaian sistematika uraian isi pembelajaran.				✓
6	Kejelasan paparan materi.			✓	
7	Ketetapan materi yang disajikan dapat memberikan motivasi kepada siswa terutama tentang sains, teknologi, lingkungan, dan masyarakat.				✓
8	Kesesuaian rangkuman materi dengan pembahasan.			✓	
9	Ketepatan instrumen evaluasi yang digunakan dapat mengukur kemampuan siswa.				✓
10	Kemudahan bahasa yang digunakan dalam bahan ajar.				✓
JUMLAH				38	

3. Mohon ahli materi memberikan komentar dan saran tentang isi pengembangan LKS Berfikir Kreatif yang telah dikembangkan.

No	Komentar Terhadap Isi pengembangan LKS Berfikir Kreatif	Saran kepada peneliti
		

Malang..... 2018



inspirasi II

instrumen validasi Ahli Desain Produk

INSTRUMEN VALIDASI AHLI DESAIN PRODUK

"DEVELOPMENT STUDENT WORKSHEET (LKS) TO IMPROVE THE ABILITY OF THE CREATIVE THINKING OF STUDENTS 'THEME 4 HEALTHY IS IMPORTANT IN GRADE V SDN TAMBAK ASRI 02"

A. Pengantar

Berkaitan dengan pelaksanaan pengembangan LKS Berfikir Kreatif Tema 8 sub tema 1 (Lingkungan Sahabat Kita) pada siswa kelas V, maka peneliti bermaksud untuk mengadakan validasi media pembelajaran yang telah di produksi sebagai salah satu bahan pembelajaran. Oleh sebab itu, peneliti mohon kesediaan Bapak/Ibu untuk mengisi angket dibawah ini sebagai ahli desain. Hasil dari pengukuran melalui angket akan digunakan untuk menyempurnakan pengembangan LKS Berfikir Kreatif agar dapat bermanfaat dalam pembelajaran sebelumnya saya sampaikan terimakasih atas kesediaan Bapak/Ibu.

Nama : Ahmad Makki Hasan
 NIP : -
 Instansi : UIN Malang
 Pendidikan : S3
 Alamat : Singosari - Kab. Malang

B. Petunjuk Penelitian

1. Jawablah pertanyaan di bawah ini dengan memberi centang pada alternative jawaban yang dianggap paling sesuai.
2. Jika diperlukan kritik dan saran Bapak/Ibu dapat dituliskan pada lembar yang telah disediakan.

1. Keterangan

Skala Penilaian/Tanggapan			
1	2	3	4
Sangat tidak baik	Tidak baik	Baik	Sangat Baik

2. Lembar Penilaian

No	Butir Pertanyaan	Nilai			
		1	2	3	4
1	Kesesuaian gambar pada cover bahan ajar?				✓
2	Kesesuaian gambar dengan materi yang disajikan pada bahan ajar?			✓	
3	Kesesuaian pemakaian jenis huruf yang digunakan pada bahan ajar?				✓
4	Kesesuaian pemakaian jenis huruf pada bahan ajar?				✓
5	Kesesuaian penggunaan varisai warna pada bahan ajar?				✓
6	Ketepatan penempatan gambar pada bahan ajar?				✓
7	Tingkat kemenarikan gambar yang digunakan pada bahan ajar?			✓	
8	Konsistensi penggunaan spasi, judul, dan pengetikan materi pada bahan ajar?			✓	
9	Keterkaitan gambar dengan kehidupan siswa pada bahan ajar?			✓	
10	Ketertarikan desain <i>layout</i> pada bahan ajar?				✓
JUMLAH				36	✓

3. Mohon ahli isi memberikan komentar dan saran tentang Desain Pengembangan LKS Berfikir Kreatif yang telah dikembangkan.

No	Komentar Terhadap Desain Pengembangan LKS Berfikir Kreatif	Saran kepada peneliti

Malang, 23/11/2018

(Ahmad Mulya H.)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : 1251 /Un.03.1/TL.00.1/04/2018
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

23 April 2018

Kepada
Yth. Kepala SDN Tambak Asri 02 Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : De Nanda Mei Dwi K
NIM : 14140096
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
Semester - Tahun Akademik : Genap - 2017/2018
Judul Skripsi : Developing Student Worksheet (LKS) to Improve the Ability of the Fifth Grade Student's Creative Thingking at SDN Tambak Asri 02 Malang
Lama Penelitian : April 2018 sampai dengan Juni 2018
(3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

an. Dekan,
Wakil Dekan Bidang Akademik



Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Jurusan PGMI
2. Arsip

LEMBAR VALIDASI PENGEMBANGAN LKS BERFIKIR KREATIF

AHLI PEMBELAJARAN TEMATIK KELAS V

Judul Penelitian : Developing Student worksheet (LKS) to improve the ability
 Materi Pembelajaran : of creative student at SDN Tambak Asri 01 Malang
 Materi Pokok : Tematik
 Sasaran Program : Lingkungan sahabatku, tema 8
 Validator :
 Petunjuk Pengisian : Mega Setya Permahsani, S. Pd

1. Lembar evaluasi ini dimaksudkan untuk mendapatkan informasi dari bapak/ibu sebagai ahli pembelajaran tematik kelas V tentang kualitas bahan ajar yang sedang dikembangkan.
2. Pendapat, saran, penilaian dan kritik yang membangun dari bapak/ibu sebagai ahli pembelajaran tematik kelas V akan sangat bermanfaat untuk perbaikan dan peningkatan kualitas bahan ajar ini.
3. Sehubungan dengan hal tersebut, mohon kiranya Bapak/Ibu dapat memberikan tanda "√" untuk setiap pendapat Bapak/Ibu pada bagian skala 1, 2, 3 atau 4

Keterangan :

4 = Sangat baik

3 = Baik

2 = Kurang

1 = Sangat Kurang

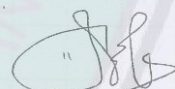
4. Atas bantuan dan kesediaan Bapak/Ibu untuk mengisi lembar evaluasi ini, saya ucapkan terimakasih.

No.	Butir Penilaian	Skor			
		1	2	3	4
1	Tingkat relevansi media pembelajaran dengan kurikulum yang berlaku		✓		✓
2	Memudahkan guru dalam mengajar tema Lingkungan sahabat kita				✓
3	Membantu guru dalam menyampaikan materi				✓
4	Membentuk siswa kreatif dalam pembelajar tematik			✓	
5	Kejelasan petunjuk penggunaan				✓
6	Ketepatan rumusan tujuan pembelajaran				✓
7	Kesesuaian antara isi materi dengan KD dan Indikator			✓	

8	Kesesuaian antara isi latihan dengan tujuan pembelajaran Tematik			✓	
9	Kesesuaian isi teks percakapan dengan karakteristik materi tematik				✓
10	Kesesuaian penggunaan gambar dan ilustrasi dengan materi dalam LKS Berfikir kreatif				✓
11	Evaluasi dalam bahan ajar dapat meningkatkan hasil belajar siswa			✓	
12	Siswa termotifasi dalam mengikuti pembelajaran Tematik				✓
13	Peran bahan ajar dalam pembelajaran Tematik				✓
14	Memenuhi kriteria bahan ajar			✓	
15	Kemudahan penggunaan bahan ajar				✓
	Jumlah				

CATATAN :

Malang, 2018


(MEGA S.P.)

UJI KEMENARIKAN PRODUK

Nama Lengkap	Hesti Puspita Sari
Nomor Absen	16
Kelas	V (lima)
Hari/Tanggal	kamis 26-4-2018

Penilaian angket ini tidak mempengaruhi nilai siswa, isilah dengan cermat dan teliti

Petunjuk pengisian angket

Pilihlah salah satu alternatif jawaban yang tersedia dengan memberi tanda “centang” pada jawaban yang anda pilih.

Keterangan

4 = Sangat baik

3 = Baik

2 = Kurang

1 = Sangat Kurang

No.	Butir Penilaian	Skor			
		1	2	3	4
1	LKS Kreatifitas dapat memudahkan saya dalam belajar			✓	
2	Penggunaan LKS Kreatifitas dapat memberi semangat pada saya dalam belajar				✓
3	Saya mudah memahami bahan ajar LKS ini				✓
4	Kemudahan soal-soal yang ada dalam bahan ajar			✓	
5	Kesesuaian jenis huruf dan ukuran huruf yang ada dalam bahan ajar			✓	
6	Kesulitan kata-kata yang digunakan dalam bahan ajar		✓		
7	Penggunaan petunjuk yang ada dalam bahan ajar			✓	
8	Bahasa yang digunakan dalam bahan ajar				✓
9	Soal-soal yang digunakan dalam bahan ajar			✓	
10	Bahan ajar membantu siswa dalam memahami pelajaran				✓
Jumlah			1	5	4

SOAL POSTEST

Latihan Soal Tema 8 Subtema 1 Kelas 5

Nama Lengkap : Hesti Puspitasari
 Nomor Absen : 16
 Hari/tanggal : Kamis 26-4-2018

Bismillahirrahmanirrahiim...

Isilah titik-titik dibawah ini dengan singkat dan jelas!

Nilai

Setiap soal bernilai 5

1. Andaikata di dunia ini tidak ada air, apa yang akan terjadi? manusia akan kesucahan, karena air sangat bermanfaat contoh: mandi, minum dll 5
2. Andaikata air hujan rasanya asin, apa yang akan terjadi? air tidak bisa digunakan manusia untuk digunakan misalnya menyiram tanaman 5
3. Andaikata hujan tidak pernah jatuh didaratn namun hanya jatuh di laut, apa yang akan terjadi? bumi akan kekeringan walaupun air hujan turun ke laut, tumbuhan dan hewan akan mati 5
4. Andaikata air tidak bisa meresap ke dalam tanah, apa yang akan terjadi? tanah tidak bisa subur karena air sangat penting bagi bumi 5

Kalian telah membaca cerita nonfiksi yang berjudul:

Demi Air Bersih, Warga Waborobo Rela Berjalan Sejauh 15 Kilometer

Jawablah pertanyaan dibawah ini!

1. Peristiwa apakah yang terjadi pada cerita diatas?
2. Menurut anda, bagaimana solusi yang dapat menangani masalah warga Waborobo yang harus menempuh perjalanan jauh demi mendapatkan air?
 - a. Membuat alat yang canggih, yaitu alat seperti apa?
 - b. Dengan uang 100 juta rupiah, apa yang akan anda bangun?

Pilihlah salah satu dari dua pilihan diatas untuk menangani permasalahan tersebut.

warga wotorobo kekeringan air bersih,
mereka rela mengambil air dari jarak 15 km,
dan mereka menggunakan kendaraan mobil untuk
mengangkut air.

membuat sanyo karena agar bermanfaat
bagi mereka yang kekeringan air, dan disaat
air berlebihan kita juga harus menghemat air dan
tidak menyalahgunakan air, air digunakan bila perlu
karena air sangat penting bagi bumi dan juga
bermanfaat bagi tumbuhan, hewan, dan manusia
apabila air tidak ada di bumi, manusia, hewan
dan tumbuhan akan kekeringan, dan manusia
tidak bisa bertahan hidup tanpa
adanya air.

membuat alat canggih seperti sanyo

dengan uang 100 juta saya akan membangun sanyo

Penilaian:

Nilai

1. Kelancaran :

20

2. Kelenturan :

15

3. Keaslian :

20

4. Keterperincian :

20

Jumlah dari keseluruhan nilai adalah :

95

SOAL PRETEST

Latihan Soal Tema 8 Subtema 1 Kelas 5

Nama Lengkap : Hesti Puspitasari
 Nomor Absen : 16
 Hari/tanggal : Kamis, 12 April 2018

Bismillahirrahmanirrahiim...

Isilah titik-titik dibawah ini dengan singkat dan jelas!

Nilai

Setiap soal bernilai 5

1. Andaikata di dunia ini tidak ada air, apa yang akan terjadi? bumi akan kekeringan dan manusia tidak bisa bertahan hidup 5
2. Andaikata air hujan rasanya asin, apa yang akan terjadi? manusia tidak akan bisa melestarikan air hujan karena asin 1
3. Andaikata hujan tidak pernah jatuh didarat namun hanya jatuh di laut, apa yang akan terjadi? tumbuhan, hewan, dan manusia kekeringan 4
4. Andaikata air tidak bisa meresap ke dalam tanah, apa yang akan terjadi? tanah tidak bisa subur dan tumbuhan akan mati 5

Bacalah cerita nonfiksi dibawah ini!

Demi Air Bersih, Warga Waborobo Rela Berjalan Sejauh 15 Kilometer

Warga kelurahan Waborobo, Kecamatan Betoambari, Kota Baubau, Sulawesi Tenggara sulit mencari air bersih. Mereka harus menempuh perjalanan hingga sejauh 15 kilometer dari tempat tinggalnya untuk mendapatkan air bersih di Kelurahan Kaisabu Baru, Kecamatan Sorawolio. Mereka biasanya menumpang mobil dan membawa beberapa jerigen ukuran 15 liter. Jeriken itu digunakan untuk menampung air yang mengalir dari aliran sebuah anak sungai di Kelurahan Kaisabu Baru.

Letak Kelurahan Waborobo berada di dataran tinggi. Di daerah itu air tanah sulit didapat. Kalaupun ada, air hanya sedikit. Daerah itu juga belum mendapatkan akses aliran air bersih. Karena pipa-pipa PDAM belum mencapai ke daerah sana. Warga Kelurahan Waborobo sangat membutuhkan air dan sangat mengharapkan bantuan dari pemerintah daerah untuk keperluan tersebut.

Jawablah pertanyaan dibawah ini!

1. Peristiwa apakah yang terjadi pada cerita diatas?
2. Menurut anda, bagaimana solusi yang dapat menangani masalah warga Wabarobo yang harus menempuh perjalanan jauh demi mendapatkan air?
 - a. Membuat alat yang canggih, yaitu alat seperti apa?
 - b. Dengan uang 100 juta rupiah, apa yang akan anda bangun?


Pilihlah salah satu dari dua pilihan diatas untuk menangani permasalahan tersebut.

Demi air bersih warga wabarobo rela berjalan sejauh 15 kilometer.

warga wabarobo harus menghemat air dan membuat sumur

Membuat PDAM

membangun PDAM, sanyo, dan lain-lain yang penting bisa membuat air bersih


UNIVERSITAS ISLAM SUMATERA UTARA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jember, 18 Januari 2024

Penilaian:

1. Kelancaran :	5
2. Kelenturan :	5
3. Keaslian :	20
4. Keterperincian :	5
Jumlah dari keseluruhan nilai adalah :	50



Product Trial



Pre-Test

DATA OF THE RESEARCH

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