

---

## DEVELOPMENT OF PROBLEM BASED LEARNING BASED STUDENT WORKSHEET ON DESCRIPTIVE TEXT MATERIAL FOR JUNIOR HIGH SCHOOL STUDENTS

Lulu Ilmanun<sup>1)</sup>, Rina Devianty<sup>2)</sup>

<sup>12</sup>Universitas Islam Negeri Sumatera Utara

Jl. William Iskandar No. V, Percut Sei Tuan, Deli Serdang Regency, North Utara, 20371, Indonesia

<sup>1</sup>E-mail: [lulu0314213019@uinsu.ac.id](mailto:lulu0314213019@uinsu.ac.id)

<sup>2</sup>E-mail: [rinadevianty@uinsu.ac.id](mailto:rinadevianty@uinsu.ac.id)

### Abstrak

*Penelitian ini dilatarbelakangi oleh rendahnya keterampilan menulis teks deskripsi siswa kelas VII SMP yang disebabkan oleh penggunaan metode pembelajaran konvensional dan minimnya inovasi media pembelajaran. Penelitian ini bertujuan untuk mengembangkan LKPD berbasis PBL pada materi teks deskripsi bagi siswa kelas VII. Metode yang digunakan yaitu penelitian dan pengembangan menggunakan model ADDIE (analysis, design, development, implementation, dan evaluation). Subjek penelitian 25 siswa kelas VII A di SMP Swasta IRA. Teknik pengumpulan data yaitu observasi, wawancara, angket, dan tes. Data dianalisis secara kualitatif dan kuantitatif melalui validasi ahli, angket, dan uji N-gain. Hasil penelitian mengindikasikan bahwa LKPD yang dikembangkan dinyatakan sangat layak oleh ahli materi 92%, ahli media 90%, dan ahli bahasa 97%. Tingkat kepraktisan LKPD juga mendapatkan hasil yang sangat praktis, dengan respon guru 92% dan siswa 83,68%. Selain itu, hasil pengujian efektivitas menunjukkan peningkatan keterampilan menulis siswa, dengan rata-rata N-gain sebesar 0,56 pada kategori sedang. Penelitian ini menunjukkan bahwa LKPD berbasis PBL dapat menjadi alternatif bahan ajar yang mendukung proses pembelajaran yang lebih aktif dan kreatif. Penelitian ini juga memberikan kontribusi terhadap pengembangan media ajar dalam pendidikan bahasa, serta membuka peluang untuk penelitian lanjutan dalam pengembangan bahan ajar interaktif lainnya pada materi atau jenjang yang berbeda.*

**Kata Kunci:** LKPD, pembelajaran berbasis masalah, teks deskripsi

### Abstract

This research is motivated by the low descriptive text writing skills of seventh-grade junior high school students, which is caused by the use of conventional teaching methods and the lack of innovative learning media. This research aims to develop PBL-based LKPD on descriptive text material for seventh-grade students. The method used is research and development using the ADDIE model (analysis, design, development, implementation, and evaluation). The research subjects were 25 students from class VII A at SMP Swasta IRA. The data collection techniques are observation, interviews, questionnaires, and tests. Data were analyzed qualitatively and quantitatively through expert validation, questionnaires, and N-gain tests. The research results indicate that the developed LKPD was deemed very feasible by material experts at 92%, media experts at 90%, and language experts at 97%. The practicality level of the LKPD also received very practical results, with teacher responses at 92% and student responses at 83.68%. Additionally, the effectiveness testing results showed an improvement in students' writing skills, with an average N-gain of 0.56 in the moderate category. This research shows that PBL-based LKPD can be an alternative teaching material that supports a more active and creative learning process. This research also contributes to the development of teaching media in language education, as well as opening opportunities for further research in the development of other interactive teaching materials on different subjects or levels.

**Keywords:** LKPD, problem based learning, descriptive text

## 1. INTRODUCTION

Mastering the four pillars of reading, writing, speaking, and listening is essential for fluent Indonesian language proficiency. Writing plays a crucial role as it allows individuals to express ideas, either from themselves or external sources (Putri & Adisaputera, 2024). Writing skills in Indonesian include various forms, one of which is writing descriptive texts. Understanding descriptive texts is a fundamental skill that students, especially at the junior high school level, must master (Suryani, 2021). Descriptive text aims to present a detailed depiction of an object, allowing the reader to almost directly see or experience it. The main characteristics of descriptive text include detailed information about the subject discussed, the choice of words that stimulate readers' imagination, and the use of the five senses in conveying information (Nurfidah, 2019).

Based on observations at SMP Swasta IRA, many seventh-grade students have difficulty writing good descriptive texts. Common problems include students struggling to generate ideas and choose objects to describe, improper diction that fails to spark the reader's imagination, unstructured text that does not comply with language conventions, and limited variation in sentences and sensory elements. One reason behind these problems is the continued use of traditional teaching methods. Teachers tend to rely heavily on lectures without engaging students actively, resulting in low student engagement and attention to lessons (Rambe, 2018). Consequently, students are less involved in exploring and practicing descriptive writing independently. Teachers also often rely solely on government-provided textbooks and materials, which causes students to feel bored and less active (Baidowi et al., 2023). This aligns with (Pansa, 2016) who stated that most educators rely only on school-provided books, leading to student boredom and inactivity.

The key to effective learning lies in the teacher (Gajah et al., 2024). The main role of a teacher in the learning process is to create a conducive learning environment to encourage positive behavioral changes in students (Ali, 2020). However, school principals should also motivate teachers to conduct more creative, active, effective, and enjoyable learning activities (Suardi et al., 2022). In the teaching process, a proper strategy is needed so that the material can be delivered effectively and achieve optimal results (Kusumawati, 2022). In formal schools, the government requires teachers to shift their teaching methods, which presents a major challenge for teachers to develop both technical and interpersonal skills in preparing teaching tools such as curricula, learning materials, instructional models, and methods, all of which are integrated into education. During the learning process, teachers need five key components in their teaching devices: RPP, LKPD, teaching materials, instructional media, and assessment instruments.

To address the issues in the field, quality learning tools are needed, one of which is the LKPD. LKPD are tools used to support the learning process by fostering active and effective interaction between students and learning resources, thereby enhancing their learning outcomes (Albab, Y. R., Nurgroho & Muhsin, 2023). The use of LKPD benefits teachers by aiding them in the teaching process and encouraging students to learn independently, comprehend the material, and complete assigned tasks. LKPD development aims to shift the teaching approach from being teacher-centered to student-centered (Rosliana, 2019). Therefore, it is important to use LKPD designed to train students' skills as part of the learning media.

An active learning model is one way to encourage student participation. A learning model is a systematically designed procedure for managing learning activities to achieve educational objectives (Devianty, R. & Asip,

2022). Every learning process should be tailored to the appropriate model based on the situation, conditions, and student needs. One of the active learning models applied in this curriculum is problem based learning. Problem based learning is a learning method that utilizes real life problems as instructional tools, starting from issues that function as a basis for students' exploration and inquiry (Islamiah et al., 2018). An advantage of the PBL model lies in its potential to enhance students' critical thinking abilities and stimulate their interest in learning throughout the educational process (Muchib, 2018). This method allows students to learn independently through the problems presented. The problems help students reconstruct their understanding of previously acquired knowledge. Students are more interested in learning topics they recognize, such as real-life problems.

This research is relevant to the study conducted by Komalasari and Divayana, which aims to produce valid and practical LKPD, and is capable of increasing student participation and understanding in mathematics learning (Komalasari et al., 2022). Similar research was also conducted by Weni Sarbaini and Sumarno, aiming to develop PBL based LKPD in the PPKn subject for seventh-grade students at SMP IT Bina Insan Batangkuis, North Sumatra (Khoerunisa et al., 2023). This research is also relevant to the study conducted by Elva Maulida and Asdini Sari, which aims to develop a valid PBL based LKPD on flat-sided space geometry for junior high school students. Time restrictions meant that the Borg and Gall model could only cover stages one through five in that study. The generated LKPD was deemed valid according to the validation findings, which show an average score of 3.28 from three validators (Elva Maulida, Iskandar Zulkarnain, 2023)

The difference between this research and the study by Komalasari and Divayana lies in the level and the media developed. Komalasari's research developed a PBL based digital LKPD in

the subject of mathematics for 5th-grade elementary school, whereas this research developed a PBL based printed LKPD on descriptive text material for 7th-grade junior high school. Meanwhile, the difference with the research by Weni Sarbaini and Sumarno lies in the scope of the testing. Their research not only measures the validity and practicality but also the effectiveness of PBL based LKPD on students' learning outcomes using statistical tests. The difference with the research by Elva Maulida and Asdini Sari is that their study only reached the validation stage and did not test the practicality of the developed product. In addition, the material used is flat-sided space figures in the mathematics subject for 8th-grade junior high school, unlike the focus of this research on descriptive texts in the Indonesian language subject for 7th-grade junior high school.

A monotonous learning process can be transformed into a more interesting and meaningful learning experience. Teachers have various strategies to deliver material effectively, from choosing appropriate teaching materials and models to using visual aids and learning media. One of the most crucial materials supporting the learning process is LKPD. This statement reinforces the importance of developing learning tools such as LKPD. Therefore, the researcher intends to develop an LKPD based on a problem based learning method.

## 2. METHOD

R&D is the appropriate term for this investigation. Manufacturing and testing a product are two main functions of the research and development process. The findings of the research and development this is a process and set of procedures used to build a new product or enhance an existing one, with the goal of testing its efficacy and validity (Okpatrioka, 2023). Dick and Carey presented the ADDIE development paradigm in 1996; the researcher used this

methodology. It stands for analysis, design, development, implementation, and evaluation.

The first stage is analysis, this stage involves analyzing the feasibility of developing media, teaching materials, models, or existing methods based on specific criteria. There are three main activities in this stage: (1) Needs analysis to develop a PBL based LKPD on descriptive text material. (2) Student analysis aimed at understanding their developmental characteristics and variations in knowledge and skills. (3) Curriculum analysis to ensure that the PBL-based LKPD aligns with the selected material.

Second stage, this stage includes designing the appearance and content of the LKPD and preparing research instruments. The initial framework of the LKPD was structured based on the analysis results. The LKPD includes exercises relevant to students' daily problems, which they are asked to solve in groups. It also includes practical activities with work guides to enhance students' interest and focus during learning. Third stage, at this stage the LKPD is created, and its validity is assessed. The product is developed based on the design phase. Validation is conducted by material, media, and language experts to obtain feedback and suggestions for improvement. The developed LKPD is implemented among teachers and students. A readability test is also conducted to ensure both groups can easily understand and use the LKPD. Last, evaluation and revisions are made continuously at every stage to improve the development process based on needs.

This study involved 25 seventh grade students from SMP Swasta IRA as research subjects. To collect the necessary data, several techniques were employed, including observation, interviews, questionnaires, and learning outcome tests. Observation was conducted to monitor the learning process and student responses, while interviews were used to gather insights and feedback from experts and practitioners. To

gauge the generated product's usefulness, we administered questionnaires to both teachers and students. To determine the product's efficacy in enhancing students' understanding, we administered learning outcome exams.

This research combined qualitative and quantitative methods to analyse its data. In order to inform the product development process, data collected through interviews with professionals in the field was analysed using a qualitative approach. At the same time, through the use of surveys and learning outcome assessments, a quantitative method was utilised to evaluate the product's validity, practicality, and efficacy.

Expert validation sheets covering media, language, and content; teacher and student surveys gauging product usability; and learning outcome exams measuring product efficacy made up the instruments used in this study.

To calculate validation percentages:

$$P = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\%$$

Description:

P = Percentage

The validator assessment was analyzed using the assessment criteria shown in the following table:

**Table 1. LKPD Eligibility Criteria**

Score (%)	Category
81% - 100%	Very Good
61% - 80%	Good
41% - 60%	Fair
21% - 40%	Poor

The formula used to calculate the average student score based on the learning outcome test is (Rosyidah et al., 2022):

$$\text{Score} = \frac{\text{Total Score}}{\text{Number of Respondents}} \times 100$$

The formula used to determine the improvement in students writing skills is:

$$N - Gain = \frac{(Posttest\ Score - Pretest\ Score)}{(Maksimum\ Score - Pretest\ Score)}$$

The N-gain scoring criteria can be seen in the following table:

**Table 2. N-gain Score Criteria**

N-gain Score	Category
$(g) \geq 0,7$	High
$0,3 \leq (g) < 0,7$	Moderate
$(g) < 0,3$	Low

In this study, the LKPD product based on PBL for descriptive text material is considered effective in enhancing students' writing skills if the average N-gain score falls at least within the moderate category. In order to determine whether the product is useful, a formula is utilised to compute the results of surveys administered to both teachers and students:

$$P = \frac{R}{SM} \times 100\%$$

Description:

P = Percentage

R = Obtained Score

SM = Maksimum Score

100 = Fixed Number

Practicality criteria can be seen in the table below:

**Table 3. Practicality Criteria Table**

No.	Range (%)	Category
1	$85 \leq P \leq 100$	Very Practical
2	$75 \leq P < 85$	Practical
3	$60 \leq P < 75$	Fairly Practical
4	$55 \leq P < 60$	Less Practical
5	$0 \leq P < 55$	Not Practical

### 3. RESULT AND DISCUSSION

Using the ADDIE framework, we researched and designed a set of problem-based learning worksheets based on descriptive text material for seventh graders. Phases one through five of this paradigm are as follows: analysis, planning, development, implementation, and assessment. The following is an explanation of the five steps.

#### Analysis

The researcher conducted various analyses to identify the teaching material needs that will be developed. The analysis was conducted at IRA Private Junior High School with a focus on material needs, material coverage, and the applicable curriculum. The interview results show that classroom learning still relies on school textbooks, which are less favored by students due to their thickness and the perception that the material is uninteresting. Additionally, alternative teaching materials such as LKPD have not yet been used, even though LKPD has been proven to improve learning outcomes, especially with the application of PBL (Abdillah & Astuti, 2021).

The researcher's goal in creating PBL-based LKPD was to get students more involved in their own education. After consulting with the Indonesian language instructor, the researcher decided which materials to include in the LKPD during the material analysis. Students' continued struggles with grasping the grammatical rules governing the organisation and production of descriptive texts were highlighted during the debate. Following this, a review of the junior high Indonesian language curriculum's essential content, key competencies, and learning outcomes is carried out. The goal of this evaluation is to make sure that the LKPD that was created is suitable for the pupils at SMP Swasta IRA.

#### Design

The second stage is the design stage, at this stage the framework of the LKPD and the content

of the LKPD to be developed are designed, including the preparation of assessment instruments. The LKPD framework is the initial concept developed based on previous analysis results. The LKPD created contains exercises that are relevant to the problems often faced by students in their daily lives. Students are then asked to solve the problem in groups.

In addition, the LKPD also includes practical activities accompanied by work guidelines to enhance students' interest and attention during the learning process. The results of the development of the LKPD design based on problem-based learning with descriptive text material are as follows:

#### LKPD Cover

The cover of the LKPD is the front part of the LKPD that serves as an identity and initial attraction to the content of the LKPD. A good cover will give a professional impression, attract students' attention, and provide clear information about the content and purpose of the LKPD. The aim of the LKPD is to capture students' interest, encouraging them to be more enthusiastic about learning the material. The front cover of the LKPD contains the title of the LKPD, which is "LKPD (Student Worksheet) Indonesian Language: Descriptive Text." The cover page also states that this LKPD is intended for seventh-grade junior high school students.



**Figure 1. LKPD Cover**  
Learning Objectives

Learning objectives are statements about the learning outcomes that are expected to be achieved by students after participating in the learning process within a certain period. These objectives serve as guidelines for teachers in designing, implementing, and evaluating teaching and learning activities. Each activity in the LKPD indicates the learning objectives that students need to achieve. the following is an overview of the learning objectives that have been developed:

#### Tujuan Pembelajaran

- Melalui model pembelajaran *problem based learning* (PBL), peserta didik secara diskusi kelompok dapat menganalisis struktur teks deskripsi yang telah dibaca secara tepat
- Melalui model pembelajaran *problem based learning* (PBL), peserta didik secara diskusi kelompok dapat menentukan kaidah kebahasaan teks deskripsi yang telah di baca secara tepat.
- Peserta didik dapat menulis teks deskripsi berdasarkan gambar atau pengalaman pribadi dengan kreatif.

**Figure 2. Learning Objectives**

#### Material Section

The material section is the defining stage related to the problem or phenomenon presented. The materials contained in the LKPD are the definition, characteristics, structure, and language rules of descriptive text.



#### Uraian Materi

Pernahkah kamu membaca sebuah teks yang membuatmu seolah-olah berada di tempat yang dideskripsikan? Atau pernahkah kamu membaca cerita yang menggambarkan suatu objek dengan sangat jelas sehingga kamu bisa membayangkannya dengan mudah? Teks yang memiliki kemampuan seperti itu disebut sebagai teks deskripsi.

Teks deskripsi berperan penting dalam membantu pembaca memahami suatu tempat, benda, atau peristiwa dengan lebih mendalam. Bayangkan jika kamu ingin menceritakan tempat wisata favoritmu kepada teman yang belum pernah ke sana, bagaimana caramu menggambarannya dengan detail? Nah, dalam materi ini, kita akan belajar bagaimana menyusun teks deskripsi yang menarik dan sesuai kaidah.

**Figure 3. Material Description**

#### LKPD Usage Guidelines

Guides are available in each LKPD segment. This is designed to enable students to engage in learning activities with the LKPD effectively. The following is a display of the LKPD guide:

**Petunjuk:**

- a) Pilih satu objek yang menurutmu sangat indah. Objek ini bisa berupa tempat wisata yang pernah kamu kunjungi, pemandangan alam, benda kesayangan, atau momen spesial yang berkesan.
- b) Tuliskan teks deskripsi dengan menggunakan struktur yang benar:
- c) Gunakan bahasa yang menarik dan kaya akan deskripsi agar pembaca dapat membayangkan keindahan objek yang kamu ceritakan.
- d) Setelah selesai menulis, baca kembali teksmu dan perbaiki jika ada kesalahan.

**Figure 4. Group Assignment Intruction**

**Petunjuk:**

- a) Tulislah nama dan anggota kelompok pada kolom yang telah disediakan
- b) Berdiskusilah dan kerjakan LKPD ini bersama anggota kelompokmu
- c) Tanyakan kepada guru apabila terdapat hal yang tidak kalian mengerti
- d) Tulislah hasil diskusi kalian pada tempat yang disediakan
- e) Presentasikan hasil pekerjaan kalian di depan teman-teman

**Figure 5. Independent Assignment Intruction Activities in LKPD**

In the LKPD, there are two activities that students will undertake related to problem-solving. In the LKPD, the first activity is conducted by students in groups, found in the section "Exploring the Beauty of Descriptive Texts." In this phase, students are given a text containing a problem. In the text, students are invited to analyze the structure and language use present. Meanwhile, for the second activity, "Arranging Words in a Text," students work individually to write a descriptive text aimed at improving their writing skills.

2. Temukan 3 kata yang terbentuk dari imbuhan "me" dalam teks deskripsi yang berjudul "Keindahan Alam Indonesia yang Mendunia".  
Jawaban:

3. Temukan 3 kalimat yang menggunakan kata depan di, ke, dan dari dalam teks deskripsi yang berjudul "Keindahan Alam Indonesia yang Mendunia"

**Figure 6. Activity 1**

Dalam tugas ini, kamu akan menulis teks deskripsi berdasarkan pengalaman pribadi atau imajinasimu tentang suatu tempat, benda, atau peristiwa yang menurutmu indah. Tugas ini bertujuan untuk melatih kreativitas dan keterampilan menulis agar mampu menggambarkan sesuatu dengan detail dan menarik.

**Figure 7. Activity 2**

**Development**

At the development stage, the researchers have produced a PBL based LKPD product with the theme of descriptive text, which was compiled according to the previous design. At this stage, the product is tested for validity by a number of validators who are experts in their fields, such as subject matter experts, media experts, and language experts. The validation process seeks to gather feedback and recommendations from experts to enhance and refine the product. Input from the validators serves as a reference in improving the PBL based LKPD. The content assessment covers the suitability of the material and the presentation of the LKPD, ensuring it aligns with the principles of problem based learning. The results of the validation of the LKPD material are presented in table 4:

**Table 4. Content Expert Validation Result**

Assesment Aspect	Score
1	5
2	5
3	5
4	4
5	5
6	4
7	5
8	5
9	4
10	4
<b>Total Score</b>	<b>46</b>
<b>Maximum Score</b>	<b>50</b>
<b>Feasibility (%)</b>	<b>92%</b>
<b>Category</b>	<b>Very Good</b>

Based on the evaluation by the material expert, the LKPD received a total score of 46 out of a maximum of 50, which corresponds to 92%. According to this assessment, the LKPD developed using the PBL approach in this study is classified as very good. Therefore, the

percentage given by the material expert can be calculated using the following formula:

$$P = \frac{46}{50} \times 100\%$$

$$P = 92\%$$

The next validation is validation by media experts. To evaluate the validity from the perspective of media testing, a validation instrument is used, assessed by media experts based on the size of the LKPD, cover design, and content design. Here are the results of the LKPD media evaluation focusing on problem based learning in table 5:

**Tabel 5. Media Expert Validation Result**

Assesment Aspect	Score
1	4
2	5
3	5
4	4
5	5
6	4
7	5
8	4
9	5
10	4
<b>Total Score</b>	<b>45</b>
<b>Maximum Score</b>	<b>50</b>
<b>Feasibility (%)</b>	<b>90%</b>
<b>Category</b>	<b>Very Good</b>

Based on the table from the media expert validation results, the score obtained from the media expert is 45 out of a total highest score of 50, resulting in a percentage of 90%. According to the assessment from the media expert, the PBL based LKPD developed in this study falls into the very good category. Therefore, the percentage given by the media expert can be calculated using the following formula:

$$P = \frac{45}{50} \times 100\%$$

$$P = 90\%$$

The next validation is validation by language experts. To determine validity in terms of language testing, a validation tool is used that assesses communicative and interactive aspects, alignment with students' developmental levels, clarity and integration of thought processes, as well as terminology usage. Here are the results of the language validation from the PBL based LKPD in table 6:

**Tabel 6. Language Expert Validation Result**

Assesment Aspect	Score
1	5
2	4
3	5
4	5
5	5
6	5
7	5
<b>Total Score</b>	<b>34</b>
<b>Maximum Score</b>	<b>35</b>
<b>Feasibility (%)</b>	<b>97%</b>
<b>Category</b>	<b>Very Good</b>

Based on the evaluation table from the linguist, the total score obtained is 34 out of a highest score of 35, resulting in a percentage of 97%. Referring to the linguist's assessment, the PBL oriented LKPD developed through this research falls into the very good category. Thus, the percentage given by the linguist can be calculated using the following formula:

$$P = \frac{34}{35} \times 100\%$$

$$P = 97\%$$

During the development stage, material experts, media experts, and language experts provided feedback and suggestions to add or modify certain aspects of the LKPD. The validity scores of the LKPD were 92% for material, 90% for media, and 97% for language, all falling into the very valid category. Therefore, it can be concluded that the LKPD is ready to be tested with students in the study.

### Implementation

The implementation stage is the phase for applying the PBL-based LKPD that has been developed and deemed suitable for testing. At this stage, a trial of the LKPD was conducted with 25 seventh-grade students at SMP Swasta IRA. During the learning process, the researcher guided the students with the prepared module and LKPD. After the students have completed the learning process, they will be given a test to determine the effectiveness of the developed LKPD and fill out a questionnaire consisting of 10 statements to assess the practicality of the developed LKPD.

### Effectiveness Level

The effectiveness of the developed teaching materials was analyzed through data from student learning outcome test measurements. The test results data were obtained from the activities of completing the pretest and posttest on writing descriptive texts. The test was given to 25 seventh-grade students at SMP Swasta IRA. Below is the table of the students' pretest and posttest results:

**Table 7. Pretest and Posttest Result**

Sample	Pretest Score	Posttest Score
25	1.340	2.000
Average	$\frac{1.340}{25} = 53,6\%$	$\frac{2.000}{25} = 80\%$

Based on the table of pretest and posttest results above, there is an improvement in student learning outcomes. The pretest result with a score of 1,340 and the posttest result with a score of 2,000. The average pretest score of students before using the problem-based learning (PBL) LKPD was 53.6%, while the average posttest score after using the LKPD was 80%. Therefore, the improvement from the pretest score to the posttest score was 26.4%. The results indicate a significant improvement in students' writing skills, suggesting that the PBL-based LKPD on descriptive text material is effective for use in the

learning process of seventh-grade students at SMP Swasta IRA.

The pretest and posttest data of the students were then analyzed using the N-Gain formula. The N-Gain calculation aims to measure the extent of improvement in students' ability to write descriptive texts after the treatment was given. The improvement was obtained from the comparison of students' writing test scores before and after the use of the developed product. The data from the calculation of the improvement in writing skills using the N-Gain score formula can be seen from the following scoring:

$$N - gain = \frac{80 - 53,6}{100 - 53,6} = 0,56$$

Based on the scoring results, the average N-Gain score was 0.56. This value falls within the range of  $0.3 \leq g < 0.7$ , indicating a moderate level of improvement. Therefore, it can be concluded that the use of problem based learning worksheets (LKPD) is effective in enhancing the descriptive text writing skills of seventh-grade students at IRA Private Junior High School. The detailed N-Gain calculation results are shown in table 8:

**Table 8. N-gain Score**

N-gain Skor	Category
0,56	Moderate

### Practicality Level

The practicality level of the PBL based LKPD on descriptive text material is evaluated through responses from teachers and students towards the developed LKPD. The percentage of the teacher response questionnaire results was calculated using the following formula:

$$P = \frac{46}{50} \times 100$$

$$P = 92\%$$

The practicality level of the PBL based LKPD on descriptive text material is evaluated through responses from teachers and students towards the developed LKPD. The percentage of the teacher response questionnaire results was calculated using the following formula:

**Table 9. Teacher Response Result**

Respondent	Score Obtained	Max Score	Persentase	Category
Teacher	46	50	92%	Very Practical

Questionnaires given to students also help determine how feasible PBL-based LKPD is. The results of the student surveys concerning the feasibility of PBL-based LKPD are as follows: Teachers and students were polled to gather data on the LKPD's practicality, which was focused on project-based learning. Table 10 displays the outcomes of the student surveys:

**Table 10. Student Response Result**

Number of Respondents	Total Score	Max Score
25	2.092	2.500

From 25 students, a total score of 2.092 was obtained from the student questionnaire, as shown in the table above. So, this is the formula you use to get the proportion of students who answered the question:

$$P = \frac{2.092}{2.500} \times 100\%$$

$$P = 83,68\%$$

The student response questionnaire yielded a score of 83.68%, which is considered very good and highly practical. Therefore, the learning method makes use of the problem-based learning worksheet on practical descriptive text.

### Evaluation

The evaluation stage takes place after the researcher gathers suggestions and feedback from experts in content, media, and language to assess the feasibility of the LKPD. Additionally, this stage involves observing students' activities while using the LKPD during learning to evaluate its practicality. Furthermore, learning test results and student responses are analyzed to determine the LKPD's effectiveness.

The evaluation analysis results are used to decide if revisions are needed for the PBL worksheet on descriptive text in the final stage. Based on these results, the PBL worksheet on descriptive text is considered valid, effective, and practical for use in the classroom learning process. The product revisions by the media expert are:

Change the image in activity 1 to a better one.



**Figure 8. Before**



**Figure 9. After**

Adding an figure to activity 2

Pernahkah kamu berada di suatu tempat yang begitu indah hingga ingin menceritakannya kepada teman? Atau mungkin kamu pernah melihat matahari terbenam yang begitu memukau dan ingin mengabadikannya dalam tulisan? Untuk itu, kita perlu tahu bagaimana cara menggambarkan sesuatu dengan kata-kata agar pembaca bisa ikut merasakan pengalaman kita.

Bayangkan kamu sedang berada di pantai saat matahari terbenam. Warna langit berubah menjadi jingga keemasan, angin sepoi-sepoi menyentuh kulitmu, dan suara ombak yang berkejaran memberikan ketenangan. Bagaimana caramu menceritakan pengalaman ini agar pembaca seolah-olah ikut berada di sana? Kuncinya ada dalam deskripsi yang menggunakan panca indera.

Ketika menulis teks deskripsi, kita juga perlu menyampaikan suasana dan perasaan yang muncul. Apakah tempat itu terasa damai, menyenangkan, atau bahkan menggetarkan hati? Dengan cara ini, tulisan kita akan lebih hidup dan menarik untuk dibaca. Terdapat lima langkah yang perlu kamu perhatikan dalam menyusun sebuah teks deskripsi, berikut ini penjelasannya. Menurut Dalman (2014: 99-100) langkah-langkah menyusun deskripsi, yaitu:

**Figure 10. Before**

Pernahkah kamu berada di suatu tempat yang begitu indah hingga ingin menceritakannya kepada teman? Atau mungkin kamu pernah melihat matahari terbenam yang begitu memukau dan ingin mengabadikannya dalam tulisan? Untuk itu, kita perlu tahu bagaimana cara menggambarkan sesuatu dengan kata-kata agar pembaca bisa ikut merasakan pengalaman kita.



Bayangkan kamu sedang berada di pantai saat matahari terbenam. Warna langit berubah menjadi jingga keemasan, angin sepoi-sepoi menyentuh kulitmu, dan suara ombak yang berkejaran memberikan ketenangan. Bagaimana caramu menceritakan pengalaman ini agar pembaca seolah-olah ikut berada di sana? Kuncinya ada dalam deskripsi yang menggunakan panca indera.

**Figure 11. After**

The next revision is by a language expert validator, here are some revisions from the language expert:

Changing the content of the descriptive text titled "The World Renowned Natural Beauty of Indonesia"

Indonesia dikenal sebagai negeri yang kaya akan keindahan alam, menyimpan pesona alam yang luar biasa dan beragam. Keindahan alam tersebut telah banyak dikenal hingga ke mancanegara dan menjadi daya tarik utama bagi wisatawan asing untuk datang berkunjung.

Salah satu contoh keindahan alam Indonesia yang mendunia adalah Raja Ampat di Papua Barat. Kepulauan ini terdiri dari ratusan pulau kecil dengan air laut yang sangat jernih dan ekosistem bawah laut yang sangat kaya. Raja Ampat sering disebut sebagai surga dunia bagi para penyelam karena memiliki lebih dari 1.500 spesies ikan dan 500 jenis terumbu karang. Tak hanya itu, pemandangan gugusan pulau karang yang menjulang dari laut biru menciptakan lanskap yang sangat memesona dan sulit ditemukan di tempat lain di dunia.

Selain Raja Ampat, Indonesia juga memiliki Danau Toba di Sumatra Utara, danau vulkanik terbesar di Asia Tenggara. Di tengah danau ini terdapat Pulau Samosir yang menjadi daya tarik tersendiri. Keindahan alamnya yang tenang, udara sejuk, serta budaya Batak yang kental menjadikan Danau Toba sebagai destinasi wisata yang unik dan menarik. Keindahan Danau Toba bahkan telah diakui UNESCO sebagai bagian dari *Global Geopark Network*.

**Figure 12. Before**

Indonesia menjadi negara yang memiliki kekayaan alam yang tidak terhitung jumlahnya dari Sabang sampai Merauke. Keindahan alam yang dimiliki, tentunya tidak dapat menandingi keindahan alam manapun di seluruh dunia. Keindahan alam di Indonesia yang sangat mempesona membuat banyak wisatawan asing yang berkunjung walaupun jauh sekalipun. Mulai dari keindahan daratan hingga lautan, sangat indah dan patut untuk dikunjungi.

Indonesia memiliki banyak flora dan fauna yang langka. Tentunya alam Indonesia menjadi yang tersohor di mata dunia. Apalagi keindahan pantainya yang terbentang dari timur hingga barat. Kekayaan laut Indonesia juga didukung dengan banyaknya pulau yang ada.

Keindahan alam bawah laut juga turut menjadi pesona Indonesia. Hal itu membuat banyak wisatawan memilih untuk menikmati indahnya kehidupan bawah laut. Beberapa tempat yang sering dikunjungi wisatawan dari seluruh dunia, di antaranya Bali, Raja Ampat, dan Manado.

Selain pantai yang indah, Indonesia juga menjadi negara dengan hutan terbesar di dunia. Indonesia disebut sebagai paru-paru dunia karena 1/3 hutan yang ada di dunia ini terdapat di Indonesia. Keindahan hutan di Indonesia tidak diragukan lagi karena hamparan hijau pohon-pohonnya membuat setiap pasang mata terhipnotis.

**Figure 13. After**

Changing question number 2 in activity 1

2. Temukan 3 kata yang terbentuk dari imbuhan "me" menghadapi kata dasar yang berawalan p, j, b, s, dan d dalam teks deskripsi yang berjudul "Keindahan Alam Indonesia Yang Mendunia".

**Figure 14. Before**

2. Temukan 3 kata yang terbentuk dari imbuhan "me" dalam teks deskripsi yang berjudul "Keindahan Alam Indonesia yang Mendunia".

**Figure 15. After**

## DISCUSSION

Analysis, design, development, implementation, and evaluation are the five steps that make up the ADDIE paradigm, which is used to create PBL based LKPD on descriptive text material. Each step of the process has yielded results that show the created LKPD is a viable, workable, and successful new tool for Indonesian language instruction.

From the feasibility aspect, the developed LKPD received very high validation scores from three validators, namely subject matter experts (92%), media experts (90%), and language experts (97%). This achievement indicates that the content, appearance, and language use in the LKPD have met the criteria as a quality teaching material. This finding is supported by research conducted by Maulida, Iskandar, and Asdini, which states that PBL based LKPD has met the validity criteria for flat sided space building materials when validated by the validators. The results are consistent with this study, which shows that PBL based LKPD on descriptive text material is valid for use in the learning process (Elva Maulida, Iskandar Zulkarnain, 2023). Validation from experts also confirms that the substance of this LKPD is in line with the curriculum and the needs of students in understanding descriptive texts. The responses from teachers (92%) and students (83.68%) indicate that the LKPD is very practical to use in the teaching and learning process. This is relevant to previous research conducted by Komalasari and Divayana, which stated that PBL based LKPD was proven to be practical based on the responses of teachers and students, although in a different context and level, namely in the form of digital materials for fifth grade elementary school

mathematics during online learning. These results are in line with this study, which shows that PBL based LKPD in printed form is also practical to use in the learning process (Komalasari et al., 2022).

The improvement in student learning outcomes can be observed through the comparison of pretest and posttest scores. The average student scores increased from 53.6% to 80%, with an N-Gain score of 0.56 classified in the moderate category. These findings are supported by research conducted by Weni, Reh Bungana, and Sumarno, which states that PBL based LKPD has proven effective in improving student learning outcomes, particularly in the subject of PPKn for seventh-grade junior high school students (Khoerunisa et al., 2023). These results align with this study, which shows that the implementation of PBL based LKPD can also significantly enhance descriptive text writing skills among seventh-grade junior high school students. Problem based learning can be applied to enhance students' learning abilities, as the process of the problem-based learning model can encourage students to develop creative thinking skills in problem-solving (Marsinun, 2022).

Learning that places students as active participants in the learning process has proven to be more effective compared to conventional methods that center on the teacher's role in delivering material. This is in line with Mukhlisin's opinion, which states that PBL has proven to be more effective in learning compared to conventional methods (Mukhlisin, Waluyo, 2025). The conventional learning method becomes an obstacle in developing students' critical and imaginative thinking skills. Students' critical and imaginative thinking abilities can be trained through learning that requires students to engage in exploration and problem-solving, as well as tasks that demand students' cognitive and metacognitive strategies (Handayani, E. N., Sufa, F. F., & Mustofa, 2025). However, the implementation of PBL based LKPD also faces

several challenges. Teachers are required to have skills in designing and conducting flexible learning. Not all teachers are accustomed to this approach (Asmida et al., 2024). Then, students who are not used to independent learning may require an adaptation period to be able to participate actively. Therefore, the materials in the LKPD are designed so that students can recognize and solve problems related to everyday experiences. Thus, the development of PBL based LKPD not only addresses the issues of descriptive text learning at SMP Swasta IRA but also becomes an innovative solution in enhancing student participation and overall learning outcomes.

#### 4. CONCLUSION

According to the findings of the study and development, the LKPD based on descriptive text material shows good feasibility, practicality, and efficacy for seventh grade junior high school students' learning. The absence of creative teaching resources and the inadequate capacity of pupils to compose descriptive texts were the driving forces behind the development of this LKPD.

The developed LKPD product has extremely high quality, according to the evaluation results. A highly plausible 92% validation score was given by subject matter experts, 90% by media professionals, and 97% by language experts. Not only is this LKPD feasible, but it is also highly practical. Results from surveys given to both students and educators corroborate this, with a response rate of 83.68% among students and 92% among teachers. The LKPD is user-friendly, straightforward, and effective in holding students' interest throughout the learning process, as shown by both outcomes.

The fact that students' learning results have improved further proves that this LKPD is beneficial. A substantial improvement was noted in the average score, which rose significantly from 53.6% to 80%, according to the data collected

from 25 seventh graders at SMP Swasta IRA using both the pretest and posttest. Students' descriptive text writing improved following implementation of the PBL-based LKPD, as indicated by an N-gain score of 0.56 (moderate). Students' writing and their capacity to implement grammatical and structural principles in descriptive writings are both enhanced by the LKPD, as demonstrated by this improvement.

However, this research has limitations, namely that the development and implementation of the LKPD are still in printed form and have not yet been integrated with digital media or online learning, which are increasingly relevant in the technological era. Although there are limitations, this research contributes to the development of teaching materials. This problem-based learning worksheet has been proven effective in enhancing the descriptive text writing skills of seventh grade junior high school students. Therefore, this worksheet is recommended as an alternative teaching material that supports a more active, creative, and meaningful Indonesian language learning experience.

## 5. REFERENCE

- Abdillah, D. M., & Astuti, D. (2021). Pengembangan lembar kerja peserta didik (LKPD) berbasis problem-based learning (PBL) pada topik sudut. *Pythagoras: Jurnal Pendidikan Matematika*, 15(2), 190–200. <https://doi.org/10.21831/pg.v15i2.36444>
- Albab, Y. R., Nurgroho, A. B., & Muhsin, Z. J. (2023). Pengaruh LKPD Terhadap Minat Belajar Siswa Dalam Pembelajaran Induksi Matematika di Kelas 5 MIA di MA Ma'alimin Yogyakarta. *Prosiding Hasil Pelaksanaan Program Pengenalan Lapangan Persekolahan*, 4(1), 2260–2267. <https://seminar.uad.ac.id/index.php/semhasmen-gajar/article/download/15108/4696>
- Ali, M. (2020). Pembelajaran Bahasa Indonesia Dan Sastra (Basastra) Di Sekolah Dasar. *PERNIK : Jurnal Pendidikan Anak Usia Dini*, 3(1), 35–44. <https://doi.org/10.31851/pernik.v3i2.4839>
- Asmida, L., Sitanggang, R. S., Sianturi, S. A., & Mukra, R. (2024). Tantangan Dan Strategi Guru Dalam Pembuatan Materi Pemantik Berbasis PBL Di SMAS 1-2 Kartika Medan. *Biodik*, 10(2), 181–187. <https://doi.org/10.22437/biodik.v10i2.33896>
- Baidowi, B., Arjudin, A., Novitasari, D., & Kertiyan, N. M. I. (2023). The Development of Project Based Learning Module for Vocational High Schools to Improve Critical Thinking Skills. *JTAM (Jurnal Teori Dan Aplikasi Matematika)*, 7(1), 217. <https://doi.org/10.31764/jtam.v7i1.11806>
- Devianty, R. & Asip, M. (2022). *Pembelajaran Bahasa dan Sastra Indonesia di SD*. Bandung: CV. Media Sains Indonesia.
- Elva Maulida, Iskandar Zulkarnain, A. S. (2023). Pengembangan Lembar Kerja Peserta Didik (LKPD) Berbasis Problem Based Learning (PBL). *Kappa Journal*, 7(3), 468–472. <https://doi.org/10.29408/kpj.v7i3.24200>
- Gajah, E. S., Harahap, N. R., Kudadiri, V. O., Putri, A., & Dayana, R. (2024). *Penerapan Teknologi Sebagai Inovasi Pendidikan*. 4(2), 754–760. <https://jurnal.stokbinaguna.ac.id/index.php/JURDIP/article/view/1757?articlesBySameAuthorPage=2>
- Handayani, E. N., Sufa, F. F., & Mustofa, M. (2025). Pengaruh Model Problem Based Learning Terhadap Kemampuan Berfikir Kreatif dalam Materi Gaya di Sekitar. *Edukasi Elita: Jurnal Inovasi Pendidikan*, 2(2), 137–146. <https://journal.lpkd.or.id/index.php/Edukasi/article/view/1396%0A>
- Islamiah, A. F., Rahayu, S., & Verawati, N. N. S. P. (2018). Efektivitas Model Pembelajaran Problem Based Learning Berbantuan LKS Terhadap Kemampuan Berpikir Kritis Fisika Siswa SMAN 1 Lingsar Tahun Ajaran 2016/2017. *Lensa: Jurnal Kependidikan Fisika*, 6(1), 29. <https://doi.org/10.33394/j-lkf.v6i1.933>
- Khoerunisa, A., Istiana, R., & Suchyadi, Y. (2023). Pengembangan Lembar Kerja Peserta Didik Berbasis Problem Based Learning Untuk Meningkatkan Pemahaman Materi Gaya Dan Gerak. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 9(1), 925–932. <https://doi.org/10.36989/didaktik.v9i1.800>
- Komalasari, N., I.G. Margunayasa, & D.G.H.

- Divayana. (2022). Pengembangan Lembar Kerja Peserta Didik Digital Berbasis Problem Based Learning (Pbl) Pada Materi Matematika Kelas V Sd. *PENDASI: Jurnal Pendidikan Dasar Indonesia*, 6(1), 75–83. [https://doi.org/10.23887/jurnal\\_pendas.v6i1.673](https://doi.org/10.23887/jurnal_pendas.v6i1.673)
- Kusumawati, T. I. (2022). Berbagai Strategi dalam Pembelajaran Bahasa Indonesia. *EUNOIA (Jurnal Pendidikan Bahasa Indonesia)*, 2(2), 138. <https://doi.org/10.30821/eunoia.v2i2.2091>
- Marsinun, I. P. dan R. (2022). Penerapan Model Pembelajaran Problem Based Learning Untuk Meningkatkan Kemampuan Berpikir Kritis Siswa. *EDUSAINTEK: Jurnal Pendidikan, Sains Dan Teknologi*, 9(2), 390–403. <https://doi.org/10.47668/edusaintek.v9i2.491>
- Muchib, M. (2018). Penerapan model PBL dengan video untuk meningkatkan minat dan prestasi belajar bahasa Indonesia. *Wiyata Dharma: Jurnal Penelitian Dan Evaluasi Pendidikan*, 6(1), 25. <https://doi.org/10.30738/wd.v6i1.3356>
- Mukhlisin, Waluyo, dan M. (2025). Problem Based Learning (PBL) sebagai Metode Pembelajaran dalam Mengasah Komunikasi dan Pemikiran Kritis. *JOEAI: (Journal of Education and Intruction)*, 8(1), 107–116. <https://journal.ipm2kpe.or.id/index.php/JOEAI/article/view/13004%0A>
- Nurfidah. (2019). Analisis Kemampuan Menulis Teks Deskriptif Pada Siswa Kelas VII SMP Negeri 1 Mataram. *Jurnal Ilmu Sosial Dan Pendidikan*, 3(1), 1–14. [https://ejournal.mandalanursa.org/index.php/JI\\_SIP/article/view/624%0A](https://ejournal.mandalanursa.org/index.php/JI_SIP/article/view/624%0A)
- Okpatrioka. (2023). Research And Development (R&D) Penelitian Yang Inovatif Dalam Pendidikan. *Dharma Acariya Nusantara: Jurnal Pendidikan, Bahasa Dan Budaya*, 1(1), 86–100. <https://doi.org/10.47861/jdan.v1i1.154>
- Pansa, H. E. (2016). Problem-Based Learning Dalam Pembelajaran Matematika. *Prosiding Konferensi Nasional Penelitian Matematika Dan Pembelajarannya (KNPMP I)*, 703–712. <https://proceedings.ums.ac.id/index.php/KNPMP/article/view/2560%0A>
- Putri, M., & Adisaputera, A. (2024). Analisis Kemampuan Menulis Teks Prosedur Siswa Kelas XI SMA Negeri 8 Medan Tahun Pembelajaran 2023/2024. *Dinamika Pembelajaran: Jurnal Pendidikan Dan Bahasa*, 1(3), 126–138. <https://journal.lpkd.or.id/index.php/Dilan/article/view/463>
- Rambe, R. N. K. (2018). Penerapan Strategi Index Card Match Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Bahasa Indonesia. *Jurnal Tarbiyah*, 25(1). <https://doi.org/10.30829/tar.v25i1.237>
- Roslina, I. (2019). Pengembangan LKPD Matematika dengan Model Learning Cycle 7E Berbantuan Mind Mapping. *Jurnal Pengembangan Pembelajaran Matematika*, 1(1), 10–22. <https://doi.org/10.14421/jppm.2019.11.10-22>
- Rosyidah, N. F., Fauziah, N., & Khikmiyah, F. (2022). Pengembangan Lembar Kerja Peserta Didik Model Problem Based Learning Menggunakan Web Liveworksheet Untuk Kelas Vii Smp. *Prosiding Seminar Nasional MIPA UNIBA*, 2(1), 138–145. <https://ejournal.unibabwi.ac.id/index.php/knmpa/article/view/1732>
- Suardi, S., Nasution, M. A., Siahaan, S., & Syukri, M. (2022). Inovasi Kepala Madrasah Dalam Pengembangan Mutu Guru Di Man 2 Medan. *Warta Dharmawangsa*, 16(3), 554–562. <https://doi.org/10.46576/wdw.v16i3.2247>
- Suryani, W. (2021). Peningkatan Keterampilan Menulis Teks Deskripsi Melalui Pendekatan Saintifik Dengan Metode Mind Mapping. *Inovasi Pendidikan*, 8(1), 128–141. <https://doi.org/10.31869/ip.v8i1.2574>