

Development of LKPD Based on the Scientific Approach-Based Hadith Recount Textbook for Grade VII Junior High School Students

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ABSTRACT

This study aims to develop and determine the effectiveness of Student Worksheets (LKPD) for muhawarah hadithah of grade VII junior high school students. The approach used is The scientific approach consists of five key steps: observing, questioning, experimenting, reasoning, and communicating findings. In the context of research, the method used is *Research and Development (R&D)*, structured within the 4D model, which includes the stages of: Define, Design, Develop, and Disseminate. The results of the study indicate that the LKPD developed has good validity based on the assessment of material experts (84%) and media experts (87%) with a very valid category. Meanwhile, in terms of the effectiveness of the LKPD muhawarah hadithah of grade VII junior high school students, it is 71%. From the results of the effectiveness test, it can be concluded that the development of the LKPD is based on the muhawarah hadithah textbook is very effective to use. The significance between learning outcomes using teaching materials developed in the pre-test and post-test normality test with a sig. value of 0.000, homogeneity test Asymp.Sig. (2-Tailed) in the pre-test was 0.935, paired sample test Sig. (2-Tailed) of 0.001, and the n-gain score test with the average obtained was 0.4901.

INTRODUCTION

Arabic language education is faced with a number of problems that are not easy to solve to this day (Nurani, 2017). The practice of learning Arabic is still considered less successful because in reality it has not been able to make students proficient in Arabic according to the desired goals (Bahruddin, 2017). One of the topics taught in Arabic learning is maharah kalam (Hidayah & Apriyani, 2024; Yuniar et al., 2024). This learning has its own challenges, especially in equipping students with speaking skills (maharah kalam) and discussing in Arabic (Imron, 2021). Speaking ability is influenced by at least several factors, including intelligence and personality (Hidayah et al., 2021; Mukmin, 2017). Students often find it difficult to develop speaking skills due to the lack of effective media and learning methods.

Although learning hadith muhawarah is very relevant to improving speaking skills, currently many teachers still use conventional methods that do not actively involve students (W. Irmansyah & Latifah, n.d.). One effort to overcome this problem is by developing Student Worksheets (LKPD) which can encourage Encouraging students to engage more actively in the learning process (Muhammad & Purnama, 2025). The LKPD developed needs to have the right approach to help students develop effective speaking skills in Arabic (Wasilah, 2015; Yuniar et al., 2024).

However, the current LKPD does not fully support hadith muhawarah learning based on a scientific approach (Liana, 2020) which involves students in an active process through observation, questioning, experimentation, reasoning, and communication (Imron, 2021; Qaaf, 2017).

To solve this problem, this study focuses on developing LKPD using a hadith muhawarah textbook based on a scientific approach (Nurani, 2017). This approach will involve students in the learning process through five main steps: observing, asking, trying, reasoning, and

Communicating (Imron, 2021) Through this approach, it is hoped that students can develop their speaking skills more effectively (Mukmin & Susanti, 2016)

Hadith muhawarah learning is conversation learning in Arabic which aims to improve students' oral communication skills (Hidayah & Apriyani, 2024) This learning requires methods that support students to speak and discuss with confidence (Muhammad & Purnama, 2025; Sabana, 2020) However, many students find it difficult to develop their speaking skills due to the lack of opportunities to practice and the lack of interesting material support (Irmansyah et al., 2023; Nurani, 2017) By using LKPD based on a scientific approach, students can be encouraged to participate more actively in conversations and discussions, which in turn will improve their speaking skills (Nazarmanto & Oktafia, 2018; Wasilah, 2015)

METHOD

This research uses the Research and Development (R&D) method which aims to produce products that can be used in learning (Maydiantoro, 2021) And the development model used is the 4D model (Define, Design, Development, Disseminate) (Hidayah et al., 2021; Rosyidah et al., 2019) which consists of four main stages:

1. Define: At this stage, the researcher identifies problems and needs in learning hadith review in class VII of junior high school, and formulates clear research objectives.
2. Design: In the design stage, the researcher designs LKPD based on a scientific approach that will be used in learning muhawarah hadithah. This design includes the creation of a LKPD structure that includes various activities that can support the development of students' speaking skills.
3. Development: After the design is made, the next stage is the development of the designed LKPD, where the product is tested in class to see its feasibility and effectiveness.
4. Disseminate: This stage includes the dissemination of the results of the development of LKPD that have been proven effective to schools or other parties who need them, as evaluation and feedback material (Tegeh et al., 2019).

Data collection techniques in this study involve several ways to ensure the feasibility and effectiveness of the product being developed. (Hidayah et al., 2021; I. Irmansyah et al., 2023) The data collection techniques used in this research are:

1. Interviews: Interviews were conducted with teachers and material experts to explore opinions regarding the learning needs of hadith review and the effectiveness of the developed LKPD (Qaf, 2018)
2. Questionnaire: Questionnaire is used to collect data from material and media experts to assess the validity and feasibility of the developed LKPD. In addition, the questionnaire is also used to collect data on student responses after using LKPD in learning (Imron, 2021)
3. Observation: Observations were conducted in class during the implementation of LKPD to see the extent to which students were involved in learning and how effective LKPD was in improving their speaking skills (Imron, 2021)

Data analysis techniques in this study were carried out quantitatively and qualitatively.

1. Quantitative Analysis: Data obtained from the questionnaire will be analyzed quantitatively by calculating the percentage of validity and effectiveness of LKPD. The validity of LKPD is calculated based on the assessment of material experts and media experts, while its effectiveness is measured based on changes in students' speaking ability before and after using LKPD (Makbul, 2021; Nurani, 2017)
2. Qualitative Analysis: Qualitative data obtained from interviews and observations will be analyzed by identifying key themes, such as student responses to LKPD and observations regarding the level of student involvement in learning muhawarah hadithah. The results of this qualitative analysis will be used to provide an in-depth picture of the learning process and outcomes that occur (Makbul, 2021; Nurani, 2017)

By using the data analysis technique, it is expected that the conclusion of this study can present a clear representation of the validity, effectiveness, and implementation of LKPD guided by a scientific approach in studying muhawarah hadithah for student in grades 7-9. The instruments used in this study include validation sheets from material and media experts to assess the feasibility and quality of LKPD:

Table 1. Assessment Interval Scale

Interval Scale	Category
81-100	Very Valid
61-80	Valid
40-60	Invalid

The questionnaire was used to assess students' responses to the use of LKPD in learning hadith review.based on the following table:

Table 2. Percentage of Media Effectiveness

No.	Percentage (%)	Information
1	81-100	Very Effective
2	61-80	Effective
3	41-60	Quite Effective
4	21-40	Less Effective
5	0-20	Ineffective

Participant (Subject) Characteristics

The participants in this study were 7th-grade students from a middle school. The sample included students who are currently enrolled in a Muhadatsah (Arabic speaking) class. A total of 20 students were involved, consisting of both male and female participants. The age range of the participants was between 12 to 13 years old. These students were selected based on their regular attendance and active participation in the Muhadatsah subject. The participants were chosen from a group that had already completed an introductory course in Arabic language and were expected to have a basic understanding of the language. The study aimed to assess their skills in speaking and conversing in Arabic, particularly focusing on their ability to engage in simple dialogues and discussions. All participants were informed about the study and gave their consent to participate.

RESULT AND DISCUSSION

Result

The results of this development research include several main findings, namely: (1) Development of student worksheets (LKPD) based on a scientific approach in the muhawarah hadithah textbook, especially on the muhadatsah material, (2) Assessment of the content of the material and design of the LKPD carried out by material and design experts, (3) Responses from Arabic language educators, especially muhadatsah teachers, and students regarding the LKPD that has been developed, and (4) The impact of using LKPD based on a scientific approach on student learning outcomes in the muhadatsah subject.

1. Define Stage

The Define stage is the initial stage in developing LKPD which is intended to determine and define the requirements for developing LKPD itself. At this stage there are five stages of analysis carried out, namely initial final analysis, task analysis, material analysis and learning objective analysis.

2. Design Stage

After the definition stage is complete, the next step is the design stage to develop LKPD based on the Scientific approach. This design stage aims to produce an initial design

(storyboard) of LKPD muhawarah hadithah with a Scientific approach. At this stage includes:

a) Media Selection

The selection of learning media in this study focused on the use of printed media in the form of Student Worksheets (LKPD).

b) Format Selection

The LKPD for the *Muhawarah Haditsah* material, particularly the *Muhadatsah* component, is designed in accordance with the elements of the scientific approach. The LKPD consists of three main sections: (1) an introduction, which includes the cover, foreword, table of contents, and learning objectives; (2) a content section in the form of learning activities; and (3) a complementary section that includes *Muhadatsah* (conversation), practice questions based on the scientific approach, and a closing part. This LKPD is intended for use in three meetings, focusing on the subtopics **مَعَ أَحَدِ التَّلَامِيذِ** and **الضَّيِّفِ**

c) Initial Design

After media selection and format selection, the next step in the design stage is the initial design. Namely the creation of LKPD using the Canva design application.



Figure 1. LKPD Product Design

3. Development stage

After the definition and design stages of the LKPD are complete, the next steps that must be taken include:

a) Validity Test

This stage aims to develop a student worksheet (LKPD) based on a scientific approach that meets the criteria of validity, practicality, and effectiveness, thereby making it appropriate for use in the learning process. During the development phase, the LKPD undergoes a validation process, which includes both design validation and content validation,;

Table 3. Validation by Material Experts and Validation by Media Experts

Evaluation (%)		Average	Category
Subject Matter Expert	Design Expert		
84.09	87.5	85.79	Very Valid

Based on the information contained in the Table, LKPD is considered very valid, this is evidenced by the average validation value which is in the range of 81% to 100%, which is included in the very valid category. Thus, the LKPD that has been developed can be applied.

b) Practicality Test

Practicality data was taken from the student response questionnaire during learning using the Student Worksheet (LKPD) muhawarah hadithah based on the Scientific approach. The student response questionnaire was given to all students in grade VII. The aim was to Assess the degree of practicality of using the LKPD based on the Scientific approach that had been used. The outcomes of the student survey are presented in the table below.

Table 4. Average Student Questionnaire

No	Criteria	Score
1	The LKPD used is innovative and creative	4
2	LKPD used in interesting learning	3
3	The LKPD used can help students learn to answer questions.	4
4	The LKPD used can improve thinking skills	4
5	LKPD used can help in achieving maximum learning outcomes	4
6	The material presented in the LKPD Muhawarah hadithah used can be understood	3
7	LKPD is used to link daily life	3
Amount		25
Percentage (%)		71.43%

The results of the analysis of the student response questionnaire to LKPD obtained an average of 71.43% in the interval 61-80 with a practical category. The student feedback questionnaire can be accessed in the appendix. The student's outcome response questionnaire can be seen in the appendix. From the results of the analysis of the student response questionnaire, an average of 71.43% was obtained with a very practical category.

c) Effectiveness Test

After going through several stages, the next step that will be taken is the effectiveness test which aims to assess the extent to which the developed product is applied in learning (Hidayah et al., 2021; Mukmin & Susanti, 2016) This test aims to measure the impact and results of the use of LKPD on the abilities and achievements of students. The following will explain the results of the effectiveness test.

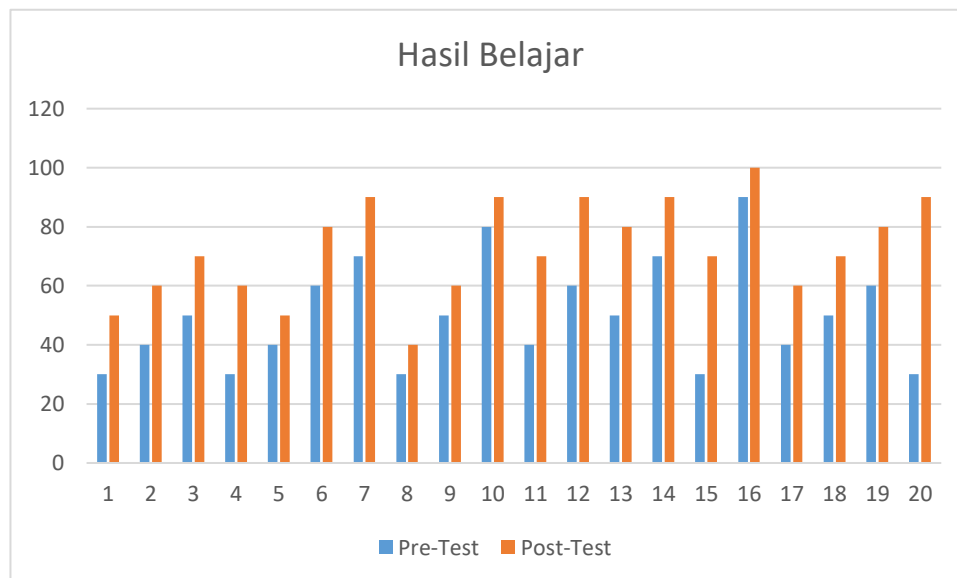


Figure 2. Student Learning Outcomes Diagram

Based on the results of the effectiveness test above, it provides a clear picture of the success of LKPD and provides a basis for further improvement and development so that LKPD is more effective and relevant to students' learning needs.

d) Normality Test

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Pre	Based on Mean	.007	1	38	.935
	Based on Median	.025	1	38	.874
	Based on Median and with adjusted df	.025	1	37.514	.874
	Based on trimmed mean	.012	1	38	.912

Figure 3. Normality Test

Based on the results of the normality test conducted by the researcher, the data pre-test (Before the LKPD Trial), the significance value obtained was 0.067, which is a value greater than (\geq) of 0.05 according to the normality test criteria. Likewise, in the post-test data (After the LKPD Trial), the significance value obtained was also 0.315, which met the criteria because the value was greater (\geq) of 0.05. Thus, it can be concluded that both data are normally distributed.

e) Homogeneity Test

Paired Samples Test									
Paired Differences					Significance				
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1 Pre - Post	-22.500	12.085	2.702	-28.156	-16.844	-8.326	19	<.001	<.001

Figure 4. Homogeneity Test

Based on the test results conducted by referring to the image above, it was found that the data came from a population with homogeneous variance by looking at the

Asymp. Sig. (2-Tailed) in the pre-test of 0.935 which when reviewed with the criteria above has a value greater ($>$) than 0.05.

f) Paired Sample Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
NGain	20	.14	1.00	.4901	.22525
NGain_Persentase	20	14.29	100.00	49.0119	22.52477
Valid N (listwise)	20				

Figure 5. Paired Sample Test

Based on the test results conducted by referring to the image above, it was found that there was a significant difference between the two sample data, namely pre-test and post-test data. By looking at Sig. (2-Tailed) of 0.001 which when reviewed with the criteria above has a value smaller ($<$) than 0.05.

g) N-Gain Test

Tests of Normality						
	Statistic	df	Sig.	Statistic	df	Sig.
Pre	.163	20	.170	.911	20	.067
Post	.156	20	.200 ^a	.946	20	.315

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Figure 6. N-Gain Test

Based on the results of the tests that have been carried out, it is known that the average N-Gain value is 0.4901. So it can be concluded that the resulting product is included in the "Medium" criteria because the value is greater than ($>$) 0.3 and less than ($<$) 0.7 ($0.3 < g \leq 0.7$).

4. Dissemination Stage (Disseminate)

After the Develop stage which has involved product trials (teaching materials) on small groups, the next step that will be taken by the researcher is the dissemination stage as the final stage of the 4D development model. This stage is the final step in the 4D development model which aims to implement the teaching materials that have been developed to a wider range of users. The distribution carried out by the researcher was at SMP Islam Terapan Prof. Muhajirin Palembang. With this distribution, it is expected that teaching materials can be used effectively in the learning process in the classroom and provide optimal benefits for students.

At the dissemination stage, evaluation and feedback from users (teachers and students) will be very important for further improvement of the product that has been developed. (Imron, 2021) The results of the evaluation will be the basis for improving the quality and sustainability of the use of LKPD based on a scientific approach in learning. Thus, it is hoped that this LKPD will not only be effective in improving learning outcomes, but can also continue to develop in accordance with future learning needs.

Discussion

The findings of this study indicate the successful development of a scientific approach-based Student Worksheet (LKPD) for the Muhawarah Hadithah textbook, particularly in the Muhadatsah material (AS'ADUL UMAM MUSAFI, 2021). These results have significant implications for both Arabic language educators and students, as they highlight the importance of structured and pedagogically sound teaching materials. The validation process confirms the validity, practicality, and effectiveness of the LKPD, demonstrating its potential to enhance student learning outcomes.

One of the key contributions of this study is the systematic development process following the 4D model (Kurniawan & Dewi, 2017). The Define stage allowed for a thorough needs analysis,

ensuring that the LKPD addressed specific gaps in teaching Muhadatsah. The Design stage provided a structured approach to selecting appropriate media and format, ensuring that the LKPD aligned with the scientific approach. The Development stage further reinforced the quality of the LKPD through a rigorous validity, practicality, and effectiveness testing process, leading to promising learning outcomes. Finally, the Dissemination stage ensured that the product was introduced to a wider educational community, promoting broader adoption.

The interpretation of these findings suggests that the implementation of the scientific approach in Arabic language learning can lead to significant improvements in student engagement and comprehension. The practicality test results, with an average student response score of 71.43%, indicate that students found the LKPD to be a useful and accessible learning tool. Additionally, the effectiveness test results highlight the positive impact of LKPD on student achievements, as evidenced by the significant difference in pre-test and post-test scores (Norfai, 2021).

When compared to previous studies, these findings align with earlier research that emphasizes the role of well-structured instructional materials in improving language acquisition (Hidayah et al., 2021; Mukmin & Susanti, 2016). However, the unique contribution of this study lies in its focus on the scientific approach, which facilitates structured inquiry-based learning. Unlike conventional teaching materials, the developed LKPD incorporates a blend of theoretical understanding and practical exercises, allowing students to actively engage in the learning process.

The implications of these findings are both theoretical and practical. Theoretically, the study reinforces the significance of integrating a scientific approach in language learning, which fosters critical thinking and interactive learning experiences. Practically, it provides educators with a validated instructional tool that can be integrated into their curriculum to improve student outcomes. Moreover, the normality, homogeneity, and N-Gain test results further validate the robustness of the developed LKPD, confirming its reliability in various learning contexts.

Despite the promising results, certain limitations should be acknowledged. The study was conducted within a specific educational setting, and while the results indicate the effectiveness of the LKPD, further research is necessary to explore its applicability in diverse learning environments. Additionally, continuous feedback from educators and students should be incorporated to enhance the adaptability and relevance of the LKPD.

CONCLUSION

It can be concluded that the development of this LKPD was successfully implemented through four main stages, namely Define, Design, Development, and Disseminate. This study aims to produce a LKPD product that can improve the effectiveness of learning. At the Define stage, an in-depth analysis of the material and learning objectives becomes the basis for compiling the LKPD. Furthermore, the Design stage produces a structured LKPD product design with a scientific approach, which includes the selection of appropriate media and formats. At the Development stage, the LKPD that has been designed through validation by material and media experts showed very valid results with an average value of 85.79%. The practicality trial in the field showed that this LKPD is very practical to use, with a score of 71.43% from students. In addition, the effectiveness test showed a significant increase in student learning outcomes, with a significant difference between the pre-test and post-test scores, as evidenced by statistical tests with a significance value of 0.000. Shows that LKPD based on scientific approach-based textbooks can be used as an effective Instrument in the educational process, particularly in the context of teaching Arabic in junior high schools. This product is not only valid and practical, but also significantly improves student learning outcomes. Suggestions for further researchers are to develop this LKPD further by considering student diversity and other learning contexts. Further researchers can also study the implementation of LKPD based on a scientific approach at a higher level of education or in other subjects to determine its effectiveness in a broader context.

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