

Development of Contextual-Based Student Worksheets (LKPD) To Improve Reading Skills of Grade II Students at MIN Bah Kapul Pematang Siantar

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ABSTRACT

The low reading ability of lower-grade students remains a fundamental problem in elementary school learning, including among second-grade students at MIN Bah Kapul Pematang Siantar. This condition is influenced by the limited availability of instructional materials that are less engaging and not yet connected to students' daily life contexts. Therefore, this study aims to develop Contextual-Based Student Worksheets (LKPD) to improve the reading skills of second-grade students at MIN Bah Kapul Pematang Siantar. This research employs a Research and Development (R&D) approach using the ADDIE model, which comprises the stages of analysis, design, development, implementation, and evaluation. The trial subjects in this study were 26 second-grade students. Data collection techniques included observation, questionnaires, and reading ability tests. The results of the study indicate that the developed LKPD is valid, practical, and effective. The validity results show a score of 81% from media experts (very valid) and 80% from material experts (valid). The practicality results indicate positive responses from teachers (98%) and students (81%) with very feasible criteria. Meanwhile, the effectiveness results show an improvement in students' reading ability, as indicated by the increase in the average pretest score from 56.67 to 84.37 in the posttest, with an N-Gain score of 0.64 (moderate category). Thus, the context-based LKPD developed is suitable for use and effective in improving students' reading skills.



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INTRODUCTIONS

Reading ability is a basic skill that plays a crucial role in students' learning success at the elementary school level, especially in the lower grades. Reading is the main gateway for students to understand various information, concepts, and knowledge presented in text form (A. Putri et al., 2023; Sibua et al., 2025). Reading is not only related to the ability to recognize letters and words, but also includes the ability to understand the meaning of reading simply as a basis for mastering subsequent learning materials. In the second grade of elementary school, initial reading skills oriented towards simple understanding are the main competencies that students must master to be able to follow the learning process optimally (Ain & Ain, 2024; A. Putri et al., 2023; S. O. Putri & Fradana, 2025). Students with good reading skills tend to more easily understand written information, develop thinking skills, and achieve more optimal learning outcomes.

Although reading skills play a fundamental role in the learning process, recent reports indicate that Indonesian students' reading achievement, particularly at the early reading stage, has not yet reached the expected level. Based on the results of the 2022 Programme for International Student Assessment (PISA) survey, Indonesia ranked 66th out of 81 countries. The 2022 PISA results show that the average reading literacy score of Indonesian students is below the OECD average, decreasing from 371 in 2018 to 359 (OECD, 2019). This decline indicates that many students experience difficulties in understanding, interpreting, and evaluating texts, which is rooted in weak mastery of basic reading skills from an early stage. Unoptimally developed early reading skills directly impact academic success and students' ability to actively participate in social life (Alfaruqi & Nurwahidah, 2025). This aligns with findings by Media Indonesia, which reported that approximately 35% of elementary school students in Indonesia do not yet possess adequate reading skills, particularly in fluency and comprehension (Indrastuti, 2024). This condition indicates that the problem of reading ability, particularly in early reading, has not been optimally addressed.

The phenomenon of low initial reading ability was also found in second-grade students at MIN Bah Kapul Pematang Siantar. Based on the results of observations conducted on February 5, 2026, and interviews with the second-grade teacher, Mrs. Rumiani, S.Pd.I, it was found that students' reading abilities remained varied. Some students were already able to read simple sentences, but many still read slowly, stuttered, and still spelled. Some students also still had difficulty distinguishing letters that looked similar, such as b and d or p and q. In terms of fluency and comprehension, students generally still read by spelling and were not fluent, and there were pronunciation errors, even though some were able to understand the content of simple readings if guided. In terms of teaching materials, reading instruction was still dominated by textbooks and whiteboards, while LKPD (Learning Worksheets) were not used optimally and were not varied. According to Mrs. Rumiani, S.Pd.I, the current LKPD was still general and less engaging, so students quickly became bored. This condition indicates that students' actual reading abilities have not fully met expectations, so it is necessary to develop context-based LKPD that is closer to students' daily lives to gradually increase interest, understanding, and reading fluency.

Elementary school students' initial reading ability is influenced by both internal and external factors. Internal factors include cognitive abilities (Anas, 2021; Yani, 2019), motivation (Ritonga & Rambe, 2022), and student learning interests (Fahma Balqis et al., 2021), while external factors include the learning environment (Rambe, Fitrah, et al., 2024; Ristama Nainggolan et al., 2024), learning strategies (Susilawati, 2023; Zunidar, 2019), and teaching materials used by teachers (Pratiwi & Nasution, 2025; Rambe, Parapat, et al., 2024). Several studies have shown that external factors have a significant influence on students' reading ability, especially at the lower grade level. Lestari and Ramadan (2024) revealed that low reading interest and poor reading comprehension are closely related to limited learning variations and uninteresting teaching materials. Meanwhile, Herfiana et al. (2022) and Nasution (2024) emphasized that the lack of contextual learning resources, visual illustrations, and teaching materials not yet adapted to students' real-life experiences is among the causes of low reading ability. Therefore, developing teaching materials tailored to students' needs and characteristics is a strategic step toward improving reading ability.

Schools have made various efforts to improve students' reading skills, such as providing reading practice and using supplementary textbooks. However, these efforts have not yet yielded optimal results because they are not supported by teaching materials specifically designed to systematically and meaningfully develop early reading skills. This situation highlights the need for more contextual learning innovations oriented to students' real needs.

Based on these issues, learning innovations are needed to help students improve their reading skills effectively. One possible alternative is the development of Student Worksheets (LKPD) based on a contextual approach. A contextual approach emphasizes the connection between learning materials and real-life situations, making learning more

meaningful (Kusumawati, 2022; Mahsudi & Azzahro, 2020; Nuryana et al., 2021). Through context-based LKPD, students are not only trained in technical reading but also encouraged to understand it through familiar contexts, such as their home environment, school, and daily activities.

The use of contextual-based worksheets (LKPD) is believed to increase students' interest and motivation in learning because the material is presented in a more engaging and relevant manner. Students become more actively involved in the learning process and are encouraged to thoroughly understand the reading content (Asmedy et al., 2023). Research by Antara et al. (2019) shows that contextual learning improves children's early reading skills by emphasizing real-life learning experiences. Furthermore, research by Triwulandari (2023) shows that context-based LKPD can comprehensively improve students' understanding.

The uniqueness of this research lies in the development of context-based student worksheets (LKPD) specifically designed to improve the beginning reading skills of second-grade students at MIN Bah Kapul Pematang Siantar. The LKPD was developed by linking reading material to the context of students' daily lives, such as their home environment, school, and activities close to their experiences. Thus, the LKPD is expected to improve reading fluency, comprehension of reading content, and active student engagement in learning.

Based on the description, the aim of this study is to develop context-based Student Worksheets (LKPD) to improve the reading skills of second-grade students at MIN Bah Kapul Pematang Siantar.

RESEARCH METHOD

This study uses a research and development (R&D) approach by applying the ADDIE model, which includes five stages: *Analysis*, *Design*, *Development*, *Implementation*, and *Evaluation*. The ADDIE model is used because it has systematic and flexible stages, making it relevant for developing teaching materials tailored to the needs and characteristics of students. This research was conducted at Min Bah Kapul Pematang Siantar. The trial subjects in this study were 26 second-grade students who were directly involved in the application of contextual-based LKPD in reading learning. Students act as product users in the learning process and as data sources to assess the practicality and effectiveness of the developed LKPD. The research and development (R&D) approach was employed using the ADDIE model, which comprises five stages: *Analysis*, *Design*, *Development*, *Implementation*, and *Evaluation*. The ADDIE model was selected for its systematic, flexible structure, making it suitable for developing teaching materials that address specific students' needs and characteristics. The research was conducted at Min Bah Kapul Pematang Siantar. The trial involved 26 second-grade students who participated directly in the application of context-based LKPD in reading instruction. These students served both as users of the product during the learning process and as data sources for evaluating the practicality and effectiveness of the developed LKPD.

Research Procedures



Figure 1. ADDIE Model

1. *Analysis Stage*

The analysis phase aimed to identify students' learning needs and challenges in reading. Data were collected through initial observations of the learning process, interviews with class teachers, and analysis of the teaching materials used. The analysis results indicated that students had difficulty reading simple texts, demonstrated limited comprehension, and showed low interest in reading activities. Additionally, the available teaching materials did not relate the reading content to students' daily experiences. These results highlighted the need to develop context-based worksheets (LKPD) tailored to the characteristics and needs of second-grade students.

2. *Design Stage*

During the design stage, context-based student worksheets (LKPD) were developed in accordance with the Independent Curriculum for grade II, focusing on the theme "Maintaining Health" and aligning with Indonesian language learning outcomes for phase A, particularly early reading and comprehension skills. The design process began by establishing learning objectives centered on letter recognition, syllable combination, reading simple words and sentences, and understanding short texts. Reading materials were contextualized within students' daily experiences related to health, including personal hygiene, handwashing, nutritious food consumption, exercise, and maintaining cleanliness at home and at school. Competency indicators were clearly formulated and translated into a range of reading activities that promoted active student engagement, including reading aloud, word completion, sentence construction, and answering comprehension questions. The LKPD was also designed to be visually appealing, incorporating relevant illustrations, age-appropriate colors, and diverse tasks to enhance student motivation and interest in reading.

3. *Development Stage*

The development stage involved creating the worksheet (LKPD) based on the established design. The LKPD was subsequently validated by subject matter experts and learning media specialists to assess content, language, presentation, and visual appearance. Validation results informed revisions to ensure the product met learning requirements and was suitable for classroom use. Revisions continued until the LKPD satisfied validity criteria and was deemed ready for implementation.

4. *Implementation Stage*

The implementation phase involved piloting contextual-based student worksheets (LKPD) with second-grade students. The LKPD was used in the reading learning process according to a pre-designed learning scenario. At this stage, the teacher acted as a learning facilitator, while students actively used the LKPD in their reading activities. Data for the implementation phase was obtained through observations of student activities, teacher and student response questionnaires, and reading test results to determine improvements in students' reading abilities after using the LKPD.

5. *Evaluation Stage*

The evaluation phase was designed to assess the quality and effectiveness of the developed Student Worksheets (LKPD). Both formative and summative evaluations were conducted. Formative evaluation occurred at each stage of the ADDIE model to identify and address product deficiencies, while summative evaluation was conducted after implementation to assess the feasibility, practicality, and effectiveness of the LKPD in enhancing students' reading skills. Evaluation outcomes informed further product refinement to ensure optimal use of the LKPD in reading instruction at Madrasah Ibtidaiyah.

Data collection technique

Data collection techniques included observation, interviews, questionnaires, and reading ability tests (pretest and posttest). Observations documented the learning process and student activities, interviews with teachers provided information on learning needs, questionnaires captured teacher and student responses to the LKPD, and tests measured students' reading abilities before and after LKPD implementation.

Data Analysis Techniques

The collected data were analyzed using both quantitative and qualitative descriptive methods. Quantitative data, including expert validation results, questionnaire responses, and student reading test scores, were analyzed using percentages and eligibility categories. Qualitative data from observations and interviews were analyzed descriptively to support and contextualize the research findings.

1. Validity Analysis

The validity analysis of the LKPD was conducted using a questionnaire instrument given to experts, teachers, and students. The questionnaire was compiled using a five-level Likert scale, namely *Very Good (5)*, *Good (4)*, *Fair (3)*, *Poor (2)*, and *Very Poor (1)*. Respondents were asked to select the appropriate answer by providing a check mark (✓). The data obtained were then analyzed to determine the level of validity of the LKPD using the following formula:

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

The validity percentage results are then interpreted according to the following criteria.

Table 1. LKPD Validity Test Criteria

Validity Percentage	Category
81–100%	Very Valid
61–80%	Valid
41–60%	Fairly Valid
21–40%	Less Valid
0–20%	Invalid

2. Practicality Test Data Analysis

The practicality test of the LKPD was conducted through a teacher and student response questionnaire to determine the level of practicality and applicability of the product. The student response questionnaire used the answer options *Yes (1)* and *No (0)* which were adjusted to the characteristics of grade II students. Meanwhile, the teacher response questionnaire used a five-level Likert scale, namely *Very Good (5)*, *Good (4)*, *Fair (3)*, *Poor (2)*, and *Very Poor (1)*. The scores obtained were then analyzed using the following formula:

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

The resulting practicality percentage are then categorized based on the following criteria:

Table 2. LKPD Practicality Test Criteria

Practical Percentage	Category
81–100%	Very Worthy
61–80%	Worthy
41–60%	Quite Decent
21–40%	Less than worthy
0–20%	Not feasible

3. Effectiveness Test Analysis

The effectiveness test of contextual-based LKPD was conducted to determine the extent to which the use of LKPD was able to improve students' reading skills . Measurements were made through initial tests (pretest) and final tests (posttest) given before and after the implementation of LKPD in learning. The test was compiled based on indicators of the beginning reading skills of second-grade students, including reading fluency, pronunciation accuracy, and comprehension of simple reading content. Data from the pretest and posttest were analyzed to determine the improvement in students' reading skills using the N-Gain formula as follows:

$$\frac{\text{Posttest Score} - \text{Pretest Score}}{\text{Maximum Score} - \text{Pretest Score}} \times 100\%$$

The N-Gain value obtained is then interpreted based on the following criteria:

Table 3. N-Gain Criteria

N-Gain Value	Category
≥ 0.70	Tall
0.30 – 0.69	Currently
< 0.30	Low

RESEARCH FINDINGS AND DISCUSSION

1. Validity Results

The validity results were obtained through assessments conducted by media experts and material experts on the developed context-based Student Worksheets (LKPD). This evaluation aimed to determine the product's suitability in terms of content, presentation, language, and design prior to its implementation in the learning process. The validation results are presented in Table 4.

Table 4. Validity Results

Validation	Percentage Average	Category
Media Expert	81%	Very Valid
Subject Matter Expert	80%	Valid

2. Practical Results

Practicality results were obtained from questionnaire responses from class teachers and 26 students after using context-based LKPD in the learning process. This assessment aimed to determine the level of ease of use, attractiveness, and usefulness of LKPD in teaching and learning activities. The practicality results are shown in Table 2 below.

Table 5. Practical Results

Questionnaire	Average Percentage	Category
Teacher Response	98%	Very Practical
Student Response	81%	Very Practical

3. Effectiveness Results

The effectiveness of the context-based student worksheet (LKPD) in this study was measured by comparing students' pretest and posttest scores. This measurement was conducted to determine the improvement in second-grade students' reading skills after using the developed LKPD. The student pretest and posttest results are presented in Table 3 below.

Table 6. Pretest-Posttest Results

No	Student's Name	Mark	
		Pretest	Posttest
1.	ISP	45	75
2.	MKN	32.50	62.50
3.	QR	58.75	68.75
4.	NZ	76.25	87.50
5.	AZ	58.12	63.75
6.	HR	53.75	66.87
7.	AK	81.25	93.75
8.	AD	66.25	82.50
9.	ZF	46.87	68.12
10.	SY	71.25	82.50
11.	FT	63.75	70
12.	HK	50	63.12
13.	FA	66.87	78.12
14.	BJ	81.25	88.75
15.	US	82.50	95
16.	AD	68.75	81.25
17.	SB	81.25	90.62
18.	NA	87.50	96.87
19.	BN	93.75	100
20.	AT	66.87	78.12
21.	SY	68.75	75
22.	RS	83.75	90
23.	RK	75	81.25
24.	AM	72.50	83.75
25.	RH	76.25	95
26.	SL	68.75	75
Average Score		56.67	84.37

As for measuring the increase in media usage, it is calculated using the N-Gain formula as follows:

$$\frac{\text{Posttest Score} - \text{Pretest Score}}{\text{Maximum Score} - \text{Pretest Score}} \times 100\%$$

$$N - \text{Gain} = \frac{84,37 - 56,67}{100 - 56,67}$$

$$N - \text{Gain} = \frac{27,7}{43,33}$$

$$N - \text{Gain} = 0,64$$

Discussion

1. Analysis

In the analysis phase, researchers identified the learning needs and challenges faced by second-grade students in reading. Based on observations, interviews, and analysis of teaching materials, it was found that students still experience difficulties in beginning reading, such as recognizing words and understanding simple sentences, and have a low interest in reading. This indicates that students' reading skills still need improvement through appropriate strategies and teaching materials.

This finding is in line with Ain & Ain's research (2024) and Herfiani et al. (2022) who stated that elementary school students often experience difficulties in beginning reading, both in terms of letter recognition and reading comprehension. Furthermore, students' low interest in reading is also a hindering factor, as noted by Fahma Balqis et al. (2021) and Lestari & Ramadan (2024).

Thus, innovation in teaching materials is needed to overcome these problems, one of which is a contextual approach that links the material to students' real lives, making learning more meaningful.

2. Design

During the design stage, context-based student worksheets (LKPD) were developed in line with the Independent Curriculum for Grade II, with the theme "Maintaining Health." The design focused on basic reading skills and comprehension of simple texts. The LKPD was systematically designed, starting with learning objectives and indicators, and continuing with learning activities that encourage active student engagement.

The LKPD design includes several main components: instructions for use, learning objectives, reading materials based on everyday contexts, reading activities (reading aloud, completing words, constructing sentences, and answering questions), and evaluation. Furthermore, the LKPD is designed with an attractive appearance using illustrations and colors appropriate to the characteristics of lower-grade students.

This contextual design aims to make it easier for students to understand the material because it relates directly to their experiences. This is supported by the Contextual Teaching and Learning (CTL) theory proposed by Mahsudi & Azzahro. (2020) stated that learning will be more effective if it is linked to students' real lives. Furthermore, research by Antara et al. (2019) also showed that a contextual approach has a positive effect on students' beginning reading skills.

3. Development

In the development stage, the designed LKPD is realized as a tangible product based on the design developed in the previous stage. The results of the context-based LKPD development can be seen in the following figure.

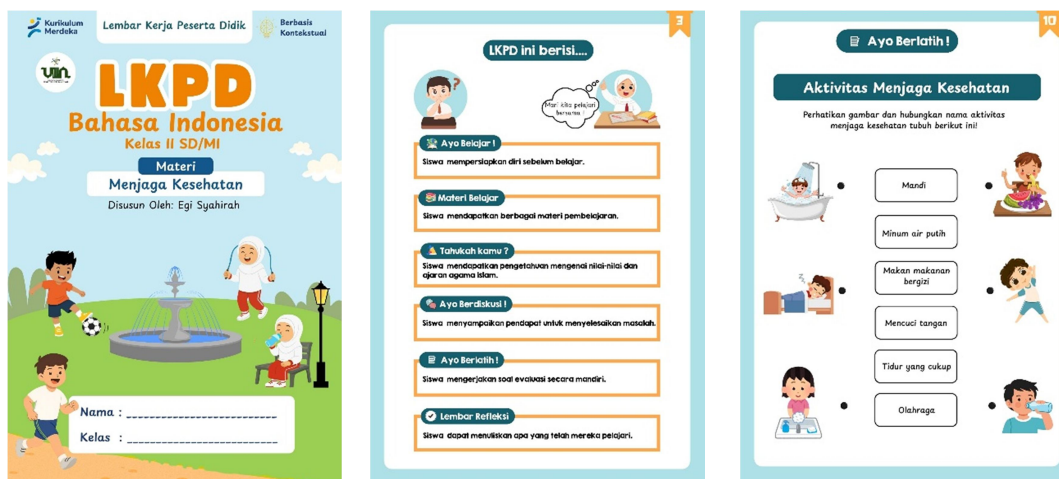


Figure 2. Contextual-Based LKPD Display

Next, the developed student worksheets were validated by media and material experts to determine their feasibility. Based on the research results, the validity level of the student worksheets was 81% (very valid) among media experts and 80% (valid) among material experts. These results indicate that the developed student worksheets meet the feasibility criteria for content, language, presentation, and appearance. This validation process is crucial to ensure that the resulting product truly meets learning needs.

These results are in line with research by Asmedy et al. (2023) and Triwulandari & Fatonah (2023) which states that context-based student worksheets (LKPD) that have gone through expert validation have a high level of feasibility and can be used in learning. Therefore, the LKPD developed in this study is deemed feasible for implementation.

4. Implementation

The implementation phase involved piloting the Student Worksheet (LKPD) during reading instruction with second-grade students. The research findings showed excellent practicality, with a teacher response rate of 98% and a student response rate of 81%, both categorized as very appropriate. This demonstrates that the LKPD is easy to use, engaging, and supportive of the learning process.

In addition, the effectiveness results showed an increase in students' reading ability, with an average pretest score of 56.67 increasing to 84.37 in the posttest. The N-Gain of 0.64 falls within the moderate category, indicating that the LKPD is quite effective in improving students' reading ability.

This improvement demonstrates that the use of context-based student worksheets (LKPD) can help students better understand reading by relating it to their real lives. This is supported by research by Sibua et al. (2025) and Susilawati (2023), which states that the use of literacy-based learning models and appropriate reading strategies can significantly improve students' reading comprehension.

5. Evaluation

The evaluation stage assesses the overall quality of the LKPD through formative and summative evaluations. Formative evaluations are conducted at each stage of development to address product deficiencies, while summative evaluations are conducted after implementation to assess the validity, practicality, and effectiveness of the LKPD.

Based on the research results, the developed contextual-based student worksheets (LKPD) met all three aspects: validity, practicality, and effectiveness. This demonstrates that developing LKPD using the ADDIE model can produce high-quality products that meet students' needs. These results are also supported by research by Nuryana et al. (2021) , which found that contextual approaches are more effective than traditional approaches and can improve student understanding and engagement in learning.

CONCLUSION

Based on the research results, the development of contextual-based Student Worksheets (LKPD) through the ADDIE model was declared valid, practical, and effective in improving the reading ability of second-grade students at MIN Bah Kapul Pematang Siantar. This is indicated by the validity results by media experts of 81% with a very valid category and material experts of 80% with a valid category, as well as practicality results with teacher responses of 98% and student responses of 81% which are included in the very appropriate category. In addition, the effectiveness results show an increase in students' reading ability, which is indicated by an increase in the average score from 56.67 in the pretest to 84.37 in the posttest, as well as an N-Gain value of 0.64 with a moderate category. Thus, the developed contextual-based LKPD can be used as an effective teaching material to support elementary school students' reading learning.

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