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DEVELOPMENT OF VIDEO-ASSISTED PROBLEM BASED LEARNING MODELS WORKSHEET TO IMPROVE STUDENTS' MATHEMATICAL PROBLEM-SOLVING ABILITIES ON JUNIOR HIGH SCHOOL

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ABSTRACT

The ability to solve mathematical problems is one of the basic skills that is very important for every student to have. This ability not only contributes to the understanding of mathematical concepts, but is also important to support an active and interesting learning process. Therefore, the development of interactive Student Worksheets is very necessary. This study aims to develop worksheet with a Problem Based Learning model supported by video media. The method used in this study is a research design that is divided into two parts, namely planning design and formative evaluation design which includes: 1) expert assessment, 2) individual evaluation, 3) small groups, and 4) proposed trials. The subjects of this study consisted of 40 students at SMPN 2 Cimahi. The data collection techniques used were interviews, documentation studies, questionnaires in the form of scales to validate the feasibility and practicality of the developed teaching materials, in addition, a collection of questions was also used to measure the effectiveness of the developed teaching materials. The data processing process was carried out using quantitative and qualitative methods. The conclusion of this study shows that worksheet is very valid, practical, and effective in improving the mathematical problem-solving abilities of junior high school students. Therefore, this worksheet is worthy of being used in the mathematics learning process.

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INTRODUCTION

In this section, Mathematical problem-solving ability is one of the hard skills that every student needs to have. The ability to solve mathematical problems is an important thing that students must have (Zakiyah et al., 2019). And it is one of the factors that will make students successful in learning mathematics. The more students who can solve a problem, the higher the level of learning success (Nurhasanah & Luritawaty, 2021). The ability to solve problems is one of the main goals of the education process (Sumartini, 2018). On this basis, problem-solving is often referred to as the heart of mathematics and as the core that plays the main role in the mathematics curriculum (Septianingtyas & Jusra, 2020). There are four phases of forming problem-solving abilities, namely: 1) The process of understanding the problem, 2) planning a solution to the problem (making a plan), 3) solving the problem, and 4) reviewing the results of solving the problem (looking back) (Purnamayanti et al., 2023). Akuba et al., (2020) stated that "Problem-solving skills are an individual's ability to use what they know to get answers to the problems they are experiencing." In line with Cahya & Siregar, (2023) who state that this ability is a skill used in academic activities to solve mathematical problems in order to achieve the desired goals or gains. Although the ability to solve mathematical problems is essential for students to master, the reality in the field states that there are still students with large numbers of difficulties when solving mathematical problems. This is in accordance with the opinion of Nurmala et al., (2023) which states that low problem-solving ability is one of the evidences of students ' difficulties in learning mathematics. It can be concluded how important the ability to solve mathematical problems that must be owned by students. It can be concluded how important mathematical problem-solving abilities must be possessed by students.

The problem-solving process cannot be separated from an approach or strategy for solving a problem. use of methods, procedures, and The right strategy is something that is emphasized in problem-solving in the mathematics learning process (Rahmmatiya & Miatun, 2020). In this case, Meika et al., (2021) emphasized that to anticipate this problem, it is necessary to find an appropriate model formula, method or learning approach so that it can improve mathematical problem-solving abilities in solving mathematical problems. Choosing a learning model that is interactive and pro-student will certainly improve students' mathematical problem-solving abilities. One learning model that can improve students' problem-solving abilities is the Problem Based Learning model. The research results of Laamena et al., (2021) explain that learning using the PBL model can improve mathematics learning outcomes better than learning using the direct learning model because the PBL model can make students more active and able to solve mathematical problems.

Student Worksheets (LKPD) are sheets that contain tasks that must be carried out by students in the learning process, containing instructions or steps in completing tasks in accordance with Basic Competencies and indicators of achievement of learning outcomes that must be achieved (Susanto et al., 2022). Student worksheets are teaching materials that are usually prepared by educators to help and aid the learning process of students both in groups and individually in building their own knowledge (Sari & Lepiyanto, 2016). In line with the opinion of Filahanasari et al., (2022) which states that LKPD can foster students' critical thinking because the several tasks and materials presented in it will make students active in understanding learning material and solving problems efficiently how to find it yourself. With the rapid development of technology, this allows educators to develop LKPD with the help of media, according to the statement from Panjaitan (2023), technological developments make it easier for educators to develop teaching materials, one of which is E-LKPD assisted by visual media, this allows students to access LKPD anywhere and can also contain audio-visual explanations. By developing LKPD, it is hoped that students can improve their learning activities and express their creative ideas or concepts both individually and in groups (Ramdani, R. A., & Amelia, R.

(2024). It can be concluded that LKPD has an important role in the learning process to help students carry out learning effectively.

Research on the development of Student Activity Sheets (LKPD) based on Problem Based Learning (PBL) has been widely conducted, but there are still limitations in terms of the supporting media used. Several previous studies, such as that conducted by Astuti (2021)who developed LKPD based on PBL but only relied on text and illustrations as learning aids. The results of this study indicate that the PBL approach is effective in improving students' mathematical problem-solving abilities, but is less than optimal in attracting students' interest and active involvement due to the absence of interactive media elements. The novelty of this study lies in the integration of video media as a tool in LKPD based on PBL.

In addition, this study contributes to the development of more interactive teaching materials compared to previous studies that focused more on printed modules or conventional LKPD. By combining the advantages of PBL in training critical thinking and the effectiveness of video media in visualizing mathematical concepts, this study is expected to provide a more comprehensive solution in improving the mathematical problem-solving abilities of junior high school students. Thus, the results of this study can be a reference for the development of more innovative teaching materials in mathematics learning. Based on the above exposure, the purpose of this study is to develop LKPD assisted by video media to the ability to solve mathematical problems of Class VII Junior High School students who are valid, practical and effective

METHOD

The method in this research is Design Research (Development Studies). The aim of this research is to develop LKPD using the Problem Based Learning model assisted by video media. The subjects of this research were 40 class VII students at SMPN 2 Cimahi, three of whom were assigned to individual trials (one to one), six of them to test in small groups and 31 people to field trials. This research was carried out at SMPN 2 Cimahi.

The data collection techniques used were interviews, documentation studies, questionnaires in the form of a scale to validate the feasibility and practicality of the teaching materials being developed, apart from that a set of questions were also used to measure the effectiveness of the teaching materials being developed. The instrument in the form of a questionnaire value uses the formula from the validity test criteria according to Fauzy et al., (2023) as follows:

$$P = \frac{Score\ Obtained}{Max\ Score} \times 100\%$$

Table 1. Interpretation of the Validity and Practicality of LKPD (Modified from Riduwan, 2010)

Percentage	Category
81% < x ≤ 100%	Very Valid/Very Practical
61% < x ≤ 80%	Valid/Practical
41% < x ≤ 60%	Fairly Valid/Fairly
21% < x ≤ 40%	Practical Invalid/Less Practical
0% < x ≤ 20%	Very Invalid/Very Practical

The effectiveness of the LKPD is seen from the scores of students' mathematical problem-solving abilities. The effectiveness of LKPD is seen from the score of students' mathematical

problem-solving abilities. The scores obtained by students on the posttest using the formula according to Fauzy et al., (2023)are as follows:

$$P = \frac{Score\ Obtained}{Max\ Score} \times 100\%$$

The results obtained are then interpreted in table 2.

Table 2. Interpretation of Validity and Practicality of LKPD (Modified from Riduwan 2010)

Percentage	Category
81% < x ≤ 100%	Very Effective Effective
61% < x ≤ 80%	Fairly Effective Less Effective
41% < x ≤ 60%	Very Less Effective
21% < x ≤ 40%	Very Effective Effective
0% < x ≤ 20%	Fairly Effective Less Effective

The research steps carried out according to Fauzy et al., (2023) are as follows:

Preliminary Stage

This stage is carried out to determine the location of the research, research subjects and the research implementation schedule.

Formative Evaluation Stage

This stage is divided into 3 sub-stages, namely self-evaluation, designing a prototype, and conducting a field test.

Self-Evaluation Stage

This stage is divided into two sub-stages, namely analysis and design. At the analysis stage, an analysis is carried out on students by interviewing teachers, what is analyzed from students is their mathematical problem-solving ability and their ability to understand basic mathematical concepts. In addition, the researcher analyzed aspects of the curriculum including learning achievements, learning objectives and KKTP to compile LKPD, in addition the author analyzed the learning resources used. At the design stage, the author made a product design in the form of LKPD with problem-based learning assisted by video media in improving mathematical problem-solving abilities.

Prototype Design

At this stage, four sub-stages were carried out, the first was an expert review, the second was an individual trial, the third was a small group test and the fourth was a field test.

Expert Review

In this step, experts in the material or media carry out evaluation and validation of the LKPD made at the self-evaluation stage to see the weaknesses and advantages of the LKPD.

One to one

This activity was carried out simultaneously with the expert Test expert review conducted an individual test to three students who are capable of high, medium and low categories.

Small Group

In this study as many as six students were used as subjects in the small group stage. in the small group stage aims to obtain data that focuses on the practicality of LKPD developed and analyzed descriptively.

Field Test

At this stage, the product is tested to learners whose number is greater than the number of learners in the previous sub-level. This field trial was attended by 31 students of Class VII junior high school. The products tested in field trials are products that have met the validation quality criteria according to experts, and practicality according to learners 'responses and are considered feasible to be used to improve learners' mathematical problem-solving skills.

RESULTS AND DISCUSSION

Results

Preliminary Stage

This research was carried out at SMPN 2 Cimahi in May 2024. The subjects of this research were 40 class VII students of SMPN 2 Cimahi, three of whom were assigned to individual trials (one to one), six of whom were assigned to small group trials of 31 people for field testing. This research was carried out at SMPN 2 Cimahi.

Formative Evaluation Stage

This stage of formative evaluation consists of two development sub-stages: self-evaluation and Design the Prototype.

Self-Evaluation Stage

Based on the characteristics of the development, the LKPD was designed using a PBL model assisted by video media. After the prototype was made, it was reviewed again based on the characteristics which were then validated by fellow members, both in terms of content, construction and language.

The following is a display of the LKPD using the media-assisted PBL model video:

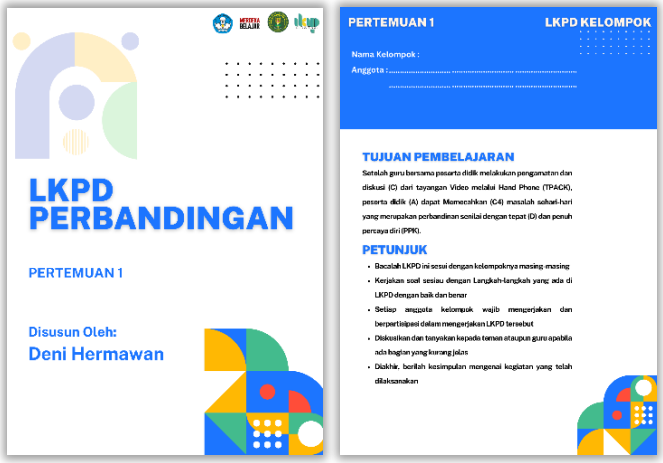

Figure 1. LKPD Cover Design

In Figure 4.1, the cover design contains the title of the LKPD material, meeting information, learning objectives, work instructions and also several color designs to provide an attractive atmosphere.

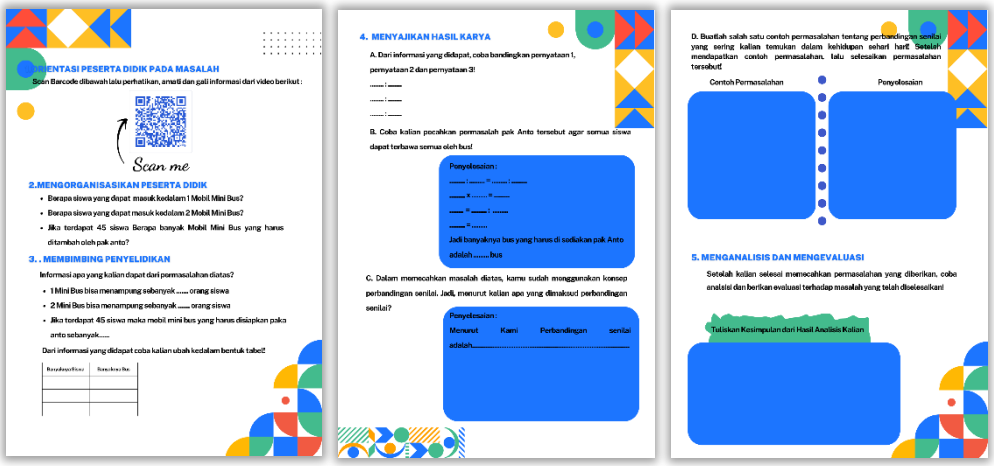

Figure 2. PBL Model Stages

In Figure 2, the LKPD has been equipped with the characteristics of a scientific approach, namely: (1) Orienting students to problems (2) organizing students (3) guiding investigations (4) presenting work results and (5) analyzing and evaluating. Then in the LKPD there are also activities or questions that can train students' mathematical problem-solving skills, namely understanding problems, planning problem-solving, implementing problem-solving planning.

Designing the Prototype

Expert Review

This stage is an activity to assess product design carried out by experts. The results of the validity of teaching material products in the form of LKPD can be seen in table 3.

Table 3. Product Validity Test Results by Experts

Aspects Observed	Statement Item Number	Percentage
Feasibility Aspects Contents	1,2,3,4,5,6,7,8	96%
Feasibility Aspects of Presentation	1,2,3,4,5	90%
Video Media Feasibility Aspects	1,2,3,4,5,6,7,8	88%
Aspects of Conformity with the PBL	1,2,3,4	95%
Model Aspects of Conformity with Problem-solving Ability	1,2,3,4	90%
Average Percentage		**92%**
Feasibility test		**Very Valid**

Based on Table 3, the validity test results. The average percentage is 92% in the "Very Valid" category. Thus, it can be concluded that LKPD is very easy to use. After validation of the design, improvements are made to the product in accordance with comments, suggestions and revisions from the validator.

One-One Evaluation

After validation and evaluation from experts (expert review) of the developed LPKD, the LKPD was then given to 3 class VII students at SMPN 2 Cimahi for individual testing. Students then

provide comments/suggestions about the LKPD being developed. Each student is asked to provide feedback regarding the practicality of the LKPD.

Table 4. Practicality Test Results at the one-one evaluation stage

Aspects Observed	Percentage	Category
Material	80%	Practical
Presentation	90%	Very Practical
Video Media	80%	Practical
Language	80%	Practical
Average Percentage	**83%**	**Very Practical**

Based on the results of individual tests (one-one evaluation) in Table 4, the average score percentage obtained was 83% in the "Practical" category, this shows that teaching materials can be retested in small group tests.

Small Group Test

At this stage, a small group test of 6 students at SMPN 2 Cimahi was carried out to see the practicality of the LKPD. The results of the LKPD practicality test at the small group stage are seen in table 5.

Table 5. Practicality Test Results at the Small Group Test

Aspects Observed	Percentage	Category
Material	79%	Practical
Presentation	87%	Very Practical
Video Media	82%	Very Practical
Language	85%	Very Practical
Average Percentage	**82%**	**Very Practical**

Based on the results of the Small Group Test in Table 5, the average percentage score was 82% with the category "Very Practical", this shows that the LKPD developed can be tested.

Field Test (Field Try Out)

This field test is the final stage of formative evaluation. The field test was given to 31 students at SMPN 2 Cimahi. This field test aims to see the effectiveness of using LKPD using the PBL model assisted by video media on the mathematical problem-solving abilities of junior high school students. The results of the student effectiveness test are presented in table 6.

Table 6. Field Test Results

Number of Students	Aspects Observed	Effectiveness Percentage	Category
	Question Number 1	91%	Very Effective

31 students	Question Number 2	93%	Very Effective
	Question Number 3	49%	Quite Effective
	Question Number 4	98%	Very Effective
	Question Number 5	87%	Very Effective
	Average Percentage	**84%**	**Very Effective**

Based on the results of the field tryout in Table 6, the average percentage score was 82% with the category "Very Effective", question number 1 has a value of 91% in the category "very effective", question number 2 has a value of 93% in the category "very effective", question number 3 has the lowest value of 49% in the category “quite effective” , question number 4 has the highest value of 98% in the category "very effective" and question number 5 has a value of 87% in the category "very effective".

Discussions

The study begins with a preliminary stage, conducted by researchers is to analyze the needs of learners and analyze the analysis of teaching materials used by teachers and learners. To identify the difficulties or constraints of teachers and learners when learning mathematics. In addition to difficulties or constraints, the needs analysis phase also carried out curriculum analysis and material analysis. After carrying out the needs analysis phase, it is obtained that the ability to solve mathematical problems of students is still relatively low. The solution of these problems is to improve the mathematical problem-solving skills of learners by developing PBL-based LKPD assisted by video media. This is in line with research from wildani (2020) which shows that the development of LKPD can familiarize students in solving problems that can improve students ' mathematical problem-solving abilities. Another study conducted by Rusmiati et al., (2024) shows the results that the development of student worksheets model of problem-based learning has an effect on the ability to solve mathematical problems of students.

The prototype design phase is carried out based on the results of the analysis to create an initial product in the form of LKPD. During the design phase, LKPD was developed using a Problem-Based Learning model (PBL) supported by video media. This stage the researcher begins by designing learning materials, designing teaching modules in accordance with the stages of the PBL model and preparing validation sheets and response questionnaires for students. This is in line with that done by Fitni et al., (2023) at the design stage, the design of the activity LKPD design is based on the Chosen Learning model, determining the title of the LKPD, designing the structure of the LKPD, and making validation sheets and practicality questionnaires.

The initial prototype that has been made is then validated by an expert review and simultaneously carried out one-to-one practical tests for learners. This is in line with Rahmiati (2017) who carried out the expert review and one-to-one stages of the LKPD developed simultaneously. Overall, the developed LKPD has met very valid criteria from all aspects. Furthermore, the LKPD that has been validated enters the small group test phase. In line with the statement from Simbolon et al., (2023) validation is intended to produce LKPD that is suitable for testing on students. Small group trial and field test this is in line with what was done by Fauzi A (2023) who stated that the LKPD that had been validated could be continued to the next stage, namely small group test and field test. In the small group test phase, the results were on very practical criteria and in the field test phase obtained results on very effective criteria.

The results of this study indicate that LKPD using the Problem-Based Learning model with the help of video media is very valid, practical, and effective in improving the mathematical

problem-solving abilities of junior high school students. The results of this study indicate that LKPD using the Problem-Based Learning model with the help of video media is very valid, practical, effective and feasible to use in improving the mathematical problem-solving abilities of junior high school students. In this case, it is in line with the research results of Effendi et al. (2021), the developed student worksheet product is suitable for use if it gets results with valid / feasible / very feasible / very practical interpretations". So, it can be seen that developing LKPD using PBL with the help of video media can improve students' mathematical problem-solving abilities. Learning that uses PBL students' worksheets can stimulate mathematical problem-solving abilities compared to learning other than using the problem-based learning model (Herdiansyah, n.d. 2018) This is in line with research by (Aulia Elissa et al., 2019) with research results showing that the development of student worksheets can have an influence on improving students' mathematical problem-solving abilities.

CONCLUSION

This study states that PBL-based LKPD aided by video media proved to be valid and practical, and can improve the ability to solve mathematical problems. The results showed that LKPD is in the category of very valid from all aspects, based on the comments of experts and practitioners at the expert review stage and one-to-one, in addition, the use of LKPD at the small group stage showed practicality with very practical criteria and at the field test stage showed effectiveness with very effective criteria. This study recommends that other researchers and junior high school teachers can utilize technology in the development and use of LKPD to make learning more interactive and meaningful.

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