



Liveworksheet-based *e-LKPD*: an evaluation of a workshop aiming to improve Social studies teachers' pedagogical competence

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Abstract

Teachers often present monotonous teaching and learning processes and use conventional assignments through LKPD (student worksheets) during a pandemic. The manual assessments take time and effort. Departing from that problem, UM Social Sciences Education Lecturer Team organized a workshop on liveworksheet-based e-LKPD (electronic LKPD) as a form of community service. This Program aims to improve the pedagogic competence of teachers. A series of activities have been carried out, and evaluation actions are needed in this workshop activity. The purpose of writing this article is to evaluate the workshop using the CIPP evaluation model, namely context evaluation, input evaluation, process evaluation, and product evaluation. The results of data analysis using CIPP show that the percentage value of the evaluation of the Liveworksheet-based E-LKPD Workshop for improving the pedagogic competence of Social Science teachers in Malang is Very Good. This value indicates that the

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implementation of the community service that has been carried out has a very well-implemented system.

Keywords: *workshop liveworksheet; e-LKPD; pedagogic competence; social studies*

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INTRODUCTION

The focus of education in the 4.0 era is learning meant to prepare students for the skills they will need in the future. The abilities mentioned include knowledge, skill mastery, critical thinking, innovation, problem-solving, and communication that utilizes technology in a digitalized society (Handayani et al., 2020). Teachers must adopt innovations that strongly emphasize using technology-based learning to build these skills. The theoretical framework of Technological, Pedagogical, and Content Knowledge (TPACK) describes this combination. According to Suyamto et al. (2020), TPACK refers to a person's knowledge and abilities to integrate technology into learning. TPACK aims to employ technology to satisfy the pedagogical need to teach relevant material in a particular environment.

Incorporating ICT technology into educational activities in the classroom is still challenging for teachers, even though ICT is crucial to 21st-century learning (Wiradimadja et al., 2021). Teachers continue to use printed materials for training and evaluation activities in the classroom. Teachers frequently deliver repetitive material during pandemic learning, exacerbated worse by assigning tasks using traditional LKPD (student worksheets) (Arifa, 2020). They are forced to perform a manual evaluation, which requires time and effort, even though electronic worksheets (e-LKPD) are currently accessible.

E-LKPD is a student workbook that might make it easier to put learning into practice. In addition, E-LKPD is accessible on computers, laptops, and cell phones. Liveworksheets is one of the websites that may be utilized to create E-LKPD. Liveworksheets offer tools for building E-LKPD in a way that makes learning more appealing to students and makes it easier for them to comprehend the concepts being taught (Wulansari & Nuryadi, 2022).

Teachers think a change is required to give pupils a simple and pleasurable learning experience. According to the findings of pre-service interviews with the head of the Malang City Social Sciences MGMP, current social studies teachers cannot properly employ technology to conduct daily evaluations and assessments of pupils. The teachers claimed they still utilized the traditional method, which involves printing equipment, to assess the student's learning outcomes. As a result, the value computations had to be done manually and required a lot of time. Even though proper facilities and infrastructure have supported this issue, learning may not be at its best if there is no suitable remedy (AK Putra et al., 2022). To address this issue, the UM IPS Education Lecturer Team organized workshops and liveworksheet-based e-LKPD preparatory workshops as a kind of Tridarma in higher education. Additionally, by developing e-LKPD, they improved teacher pedagogical competency.

Liveworksheet-based e-LKPD workshops were held for four days in 2022 on a hybrid basis (online & offline) on July 26, August 8, September 8, and August 12. There were a live worksheet platform introduction, e-LKPD workshop and development, presentation dissemination and collection of e-LKPD goods, and workshop. Since several activities had been completed, this workshop activity required evaluation measures. Evaluation activities aim to assess how well the service team has performed a task with predetermined objectives (Sudijono, 2013). This could be understood as a procedure designed to establish the worth of something. As a result, the author carried out a more thorough evaluation of implementing an e-LKPD workshop based on Liveworksheets to enhance the pedagogical proficiency of Social Sciences instructors in Malang. This article's goal is to analyze community service activities using the four evaluation criteria listed in the CIPP evaluation model: context, input, process, and product. Stufflebeam (2015), Tayibnapis (2008), and Zhang et al. (2011) have made evaluation model recommendations, which were adopted in this work.

METHOD

This is descriptive evaluation research with a quantitative method using frequency analysis. The aim is to find more accurate information that can provide an accurate description of a particular situation and individual characteristics and assess the symptoms of the group being observed (Yaniafari et al., 2021). The quantitative approach focuses on emphasizing data that contains statements that can be assessed so that they can be analyzed under certain environmental conditions. Quantitative is usually used to prove a theory. The data collection technique used in this study used a questionnaire that presented questions related to the context, input, process, and results.

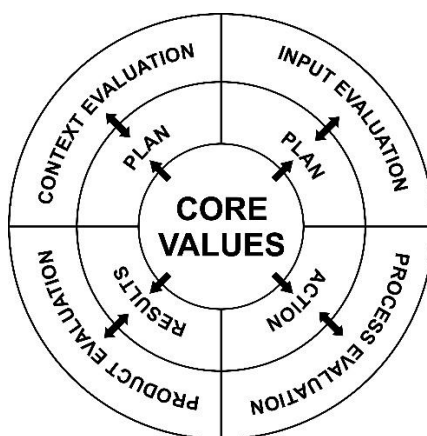


Figure 1. CIPP-based Evaluation Model (Stufflebeam, 2015; Zhang et al., 2011)

This Likert-scale questionnaire is presented on Google. The subjects of this study were all workshop participants and liveworksheet-based e-LKPD-making workshops who joined the MGMP IPS Malang City forum, namely 32 people. The instrument used in this study was a

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questionnaire using the CIPP variable. Furthermore, the data analysis technique used is quantitative descriptive analysis. Quantitative descriptive analysis techniques are used to process data obtained from respondents by using questions in the form of scores with certain criteria. The range of scores for each statement given to respondents is a Likert scale from 1-5.

Table 1. Likert Scale Criteria

No	Criteria	Scale
1	Very good	5
2	Good	4
3	Neutral	3
4	Poor	2
5	Very poor	1

The research data obtained from the survey results were tabulated using Microsoft Excel and then analyzed quantitatively. The questionnaire sheet consists of 20 statements based on a series of contexts, inputs, processes, and results from implementing the liveworksheet-based e-LKPD workshop by the real conditions in the field. From the survey results, the score data obtained were analyzed using the percentage formula. The descriptive percentage formula can be seen in Figure 2.

DP Formula = $\frac{n}{N} \times 100\%$

Notes:

DP = Descriptif Presentation

n = Empiric Score (score obtained)

N = Ideal Score

Figure 2. Percentage Formula

Quantitative data obtained on each indicator is described to get its meaning. The results of the data description can then be interpreted in the form of a statement. The level category classification is used as a percentage (see Table 2).

Table 2. Percentage Category

No	Range	Category
1	81% - 100%	Very good
2	61% - 80%	Good
3	41% - 60%	Neutral
4	21% - 40%	Poor
5	1% - 20%	Very Poor

RESULTS AND DISCUSSION

Each of the CIPP statement indicators answered by all respondents met with satisfactory results. A comparison of the percentage of achievement from the Liveworksheet-Based E-LKPD Workshop can be seen in Table 3.

Table 3. The Results of Data Analysis

No	Indicator	Percentage
1.	The Analysis of Context Evaluation	92,3 %
2.	The Analysis of Input Evaluation	92,0 %
3.	The Analysis of Process Evaluation	90,8 %
4.	The Analysis of Product Evaluation	92,1 %
Average		91,8 %

The results of the data analysis show that the percentage value for the evaluation percentage of the liveworksheet-based E-LKPD Making Workshop for improving the pedagogical competence of Social Sciences teachers in Malang is 91.8% in the Very Good category based on the presentation level category in Table 2. The evaluation results show that the implementation of e-making training LKPD based on liveworksheet has a very well-implemented system. This excellent system shows that the community service team carries out their duties properly and meets the standards set by Stufflebeam (2015), Tayibnapis (2008), and Zhang et al. (2011) based on the CIPP model with evaluation indicators in the form of context, input, process, and product.

The Analysis of Context Evaluation

Context evaluation explains the relevant conditions that aim to assess whether the goals and priorities are to the target needs. In context evaluation, it can also identify field conditions in service needs that have not been or cannot be fulfilled and look for untapped opportunities (Mahmudi, 2011).

The objectives of implementation, the problem context, the formulation of the problem, and opportunities are the context as seen from a community service activity. Table 4 displays the findings of the questionnaire analysis on MGMP IPS Teachers in Malang who have implemented the E-LKPD preparation workshop activities based on context evaluation analysis.

Table 4. The Analysis Result of Context Evaluation

No.	Aspect	Ideal Score	Score
1.	The E-LKPD workshop activities were to the objectives of the workshop.	135	124
2.	The participants carried out the workshop activities properly and coherently by the existing rundown	135	127
3.	The content of the workshop was to the initial objectives	135	125
4.	This E-LKPD workshop helped the participants improve their performance in developing learning media.	135	123
5.	The workshop answers the needs of the participants.	135	124
The Total Ideal Score		675	-
Total Score		-	623
Percentage		92,3%	

Based on the context evaluation analysis results, Table 4 shows that the final percentage results have a score of 92.3%. The score of 92.3% shows that the results of implementing the e-LKPD creation activity for MGMP IPS Malang teachers are in the very good category. The

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context evaluation indicator has the highest score compared to other evaluation analyses. This is related to the enthusiasm of the MGMP IPS teachers who are side by side with the team of presenters who carry out their duties by the objectives. The presenters were considered good at conveying material, providing facilities and infrastructure, and assisting with workshop activities.

The Analysis of Input Evaluation

The components in the input evaluation analysis are the initial capabilities of human resources, facilities, activity programs, management of the division of time for carrying out activities, activity equipment, and utilization of the results of activities that have been completed (Kurniawati, 2021). The workshop activities for making e-LKPD based on liveworksheets have been carried out, so an evaluation is carried out with the statements in Table 5.

Table 5. The Analysis of Input Evaluation

No.	Aspect	Ideal Score	Score
1.	The participants get new knowledge from this E-LKPD workshop	135	126
2.	The E-LKPD workshop program provides benefits to the workshop participants	135	126
3.	The facilities that the participants use to support the workshop	135	121
4.	This workshop went well and smoothly, and by the existing rundown	135	126
5.	The time allotted for this workshop was good enough	135	123
The Total Ideal Score		675	-
Total Score		-	621
Percentage			92%

Based on the input evaluation analysis results, Table 5 shows that the final percentage results have a score of 92%. A score of 92% indicates that the results of implementing the e-LKPD creation activity for Malang City Social Sciences MGMP teachers are in the very good category. The input evaluation indicator (input) is related to the activity agenda, which is quite dense. Liveworksheet-based e-LKPD workshops and workshops were held for four days, namely July 26, 8, 9, and August 12, 2022, on a blended basis (online & offline). Time is closely related to the information that workshop participants will obtain. Workshop participants assess the implementation time according to the information and knowledge they get.

The Analysis of Process Evaluation

The evaluation uses the next CIPP model, namely process evaluation. Process evaluation evaluates the implementation of programs with certain specifications and the division of activity time with a clear time sequence. The process evaluation aims to assess the implementation of the work plans that have been made so that performance can be identified and can estimate the achievement of the final results (Djuanda, 2020).

In this study, the indicators focused on were the good use of existing facilities and infrastructure, the skills of the service team, the material that was right on target and by the context, the effectiveness and sequence of time for implementing activities as well as the

enthusiasm and ability of the MGMP IPS Malang Teachers in participating in workshops. The results of the questionnaire/questionnaire analysis of Malang City Social Sciences MGMP Teachers who have implemented the E-LKPD workshop based on the process evaluation analysis are presented in Table 6.

Table 6. The Analysis of Process Evaluation

No.	Aspect	Ideal Score	Score
1.	The community service team was very helpful in this workshop	135	123
2.	The speaker is very informative and gives a clear explanation	135	124
3.	Workshop room facilities and infrastructure are good	135	118
4.	The material that the presenters have delivered is to the objectives of this workshop	135	124
5.	The participants were very enthusiastic about this workshop activity	135	124
The Total Ideal Score		675	-
Total Score		-	613
Percentage		90,8%	

Based on the process evaluation analysis results, Table 6 shows that the final percentage results have a score of 90.8%. A score of 90.8% indicates that the results of implementing the e-LKPD creation activity for MGMP IPS Malang teachers are in the very good category. The process evaluation indicator has the lowest score compared to other evaluation indicators. This is based on the ability of the IPS MGMP teachers to participate in activities, but the implementation is during working hours so that it divides the participants' concentration. However, this can be overcome because the activity has a long processing time, so the results of the e-LKPD can be made optimally with the remaining time. The speaker has provided coherent and interesting information regarding the liveworksheet-based e-LKPD, but it should be noted that the material to be delivered must also have a coherent methodology with clearer material content (Turmuzi et al., 2022). Most of the participants also said that they felt enthusiastic during the workshop. As Yaniafari and Rihardini (2021) said, learners who enjoy the interaction process with others may exhibit less anxiety when asked to participate in an oral presentation or discussion.

The Analysis of Product Evaluation

The evaluation uses the latest CIPP model, namely product evaluation. Product evaluation can measure the success of a program by assessing the final results of training activities. The final product resulting from the e-LKPD workshop activities is, of course, a liveworksheet-based e-LKPD. The E-LKPD will be evaluated based on producing results closely related to the suitability of program needs, measuring the level of increase in the knowledge and skills of the teachers, and how the social studies teachers respond to problems from the products that have been produced. The results of the questionnaire analysis for MGMP IPS Teachers in Malang who have carried out the E-LKPD workshop implementation activities based on the results evaluation analysis are presented in Table 7.

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Table 7. The Analysis of Product Evaluation

No.	Aspect	Ideal Score	Score
1.	The quality of the E-LKPD you made during the workshop activities can be used in learning activities at school	135	115
2.	The E-LKPD product that has been made is by the learning needs of your teaching and learning process	135	119
3.	You understand the material that the presenter has explained	135	125
4.	When you encounter problems in making E-LKPD, you can find solutions to problems from the results of existing products	135	120
5.	You have completed the E-LKPD well	135	120
The Total Ideal Score		675	-
Total Score		-	622
Percentage			91,8%

The results of the process evaluation analysis in Table 7 show that the final percentage results have a score of 91.8%. The score of 91.8% shows that the results of implementing the e-LKPD creation activity for Malang City Social Sciences MGMP teachers are in the very good category. The indicators from the product evaluation analysis (results) are based on the real results of the Liveworksheet-based e-LKPD product and are combined with your success rate in making it. All workshop participants have certainly made e-LKPD products according to the desired material. They were satisfied with the results that had been made. Some even provided testimony that the e-LKPD had been used in learning activities in the classroom. By the objectives of the liveworksheet-based e-LKPD workshop, it is hoped that the final results of the Malang Social Sciences teachers can provide benefits and facilitate students' independent learning while still being controlled by teachers and parents via the internet network. Apart from that, it can be used as a means of supporting the learning of students and teachers, which is not only interesting but also contains material that is concise, clear, contains evaluations in the form of practice questions so that more meaningful learning emerges (Putra & Agustiana, 2021).

CONCLUSION

Evaluation of service activities is important to develop a more coherent and systematic service. Evaluation of service evaluation can be carried out using the CIPP model. The CIPP model includes context, input, process, and product. The CIPP model is used to evaluate the implementation of the Liveworksheet-Based E-LKPD Doing Workshop for Increasing the Pedagogic Competence of Social Sciences Teachers in Malang City. The results of the combined average analysis using the CIPP model found that the percentage of evaluation of this training activity had a score of 91.8%. So this value indicates that the context evaluation variable, input evaluation, process evaluation, and product evaluation in implementing the E-LKPD workshop activities for MGMP IPS Teachers in Malang City are very good. The percentage of each evaluation indicator with a score above 90% indicates that the E-LKPD workshop for MGMP IPS Teachers in Malang City has been successfully carried out and is in the stages of the CIPP model.

It is crucial to evaluate service operations. Utilizing the CIPP approach, service evaluation can be evaluated. Context, input, process, and product are all parts of the CIPP model. The Liveworksheet-Based E-LKPD Making Workshop for Increasing the Pedagogic Competence of Social Sciences Teachers in Malang City is evaluated using the CIPP model. According to the combined average analysis utilizing the CIPP model, this training activity's assessment score was 91.8%. In other words, this number shows that the context evaluation variable, input evaluation, process evaluation, and product evaluation in the execution of the E-LKPD workshop activities for MGMP IPS Teachers in Malang are in the very good category. Each assessment indicator's percentage with a 90% or higher score indicates that the E-LKPD workshop for MGMP IPS Teachers in Malang City was carried out successfully and by the CIPP model's stages.

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