



Development of DRTA (Directed Reading Thinking Activity)-Based LKPD for Reading Comprehension Learning for Grade III Students of SD Asy Syadzili

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Abstract

The development of DRTA (Directed Reading Thinking Activity)-based LKPD is based on students' needs for teaching materials for learning reading comprehension. Teaching materials used in learning activities are limited to student books. Apart from that, the process of learning to read has not implemented learning strategies which have an impact on students' lack of reading comprehension skills. This research aims to develop teaching materials in the form of LKPD that implements the DRTA strategy to train students' reading comprehension skills. The LKPD product is tested for validity by teaching materials experts and material experts, as well as tested for practicality and attractiveness by users. The development research model used is the ADDIE model by implementing 5 stages, namely analyze, design, develop, implement and evaluate. The results of product validation by teaching materials experts were 92.50%, material expert validation was 95.83%, practicality by teachers was 89,29%, and attractiveness by students was 95.33% which is included in the very valid, practical, and interesting category for use in learning reading comprehension.

Keywords: LKPD; DRTA; Reading Comprehension

1. Introduction

Indonesian language learning in elementary school has a very important role in shaping students' language skills. The main purpose of this learning is so that students can understand and use Indonesian well in their daily lives. Indonesian learning is very important for students to learn, especially reading. Reading skills are essential for students to have, as almost all learning activities involve reading (Aprilentina et al., 2020). According to Sismulyasih Sb (2018) Students will find it difficult to understand the content of various learning if they do not have the ability to read. Reading comprehension is a reading activity by capturing the main points of a reading more sharply and deeply (Juliana et al., 2023). According to Astuti (2019) Reading comprehension is not only done so that students are able to read, but a process that requires students to engage their physical and mental activities to understand, criticize, and reproduce the implicit and explicit meanings of a written discourse. Reading comprehension can make readers recognize, understand, deduce, and store information from what is read. Therefore, reading comprehension is very important for students to be able to grasp well what they learn at school and outside of school.

Regarding this ability to read comprehension, a preliminary study was carried out at SD Asy Syadzili in January 2025. The results of the interview with the 3rd grade teacher of SD Asy Syadzili showed that the reading comprehension skills of grade 3 students were still lacking and students had not been able to conclude the reading properly. This statement is appropriate when observations are carried out during Indonesian learning, there are still many students who have not been able to answer questions directly after reading a reading text, such as "what is the conflict that occurred in the story?", "where did Ana and her friends make the gethuk?", "what information did you get from the story?".

Another finding regarding teaching materials used by teachers in learning, especially Indonesian, is student books and additional materials presented on the board. Other teaching materials such as student worksheets (LKPD) have not been used and digital teaching materials have also not been used due to limited facilities and infrastructure. The learning process is carried out by lecture and discussion methods, the teacher details important information in the reading so that students can conclude the content of the text. Student independence is not trained in this activity. In addition, when discussing together, there are some students who do not pay attention so that the student has difficulty answering questions related to the content of the text and concluding the content of the text.

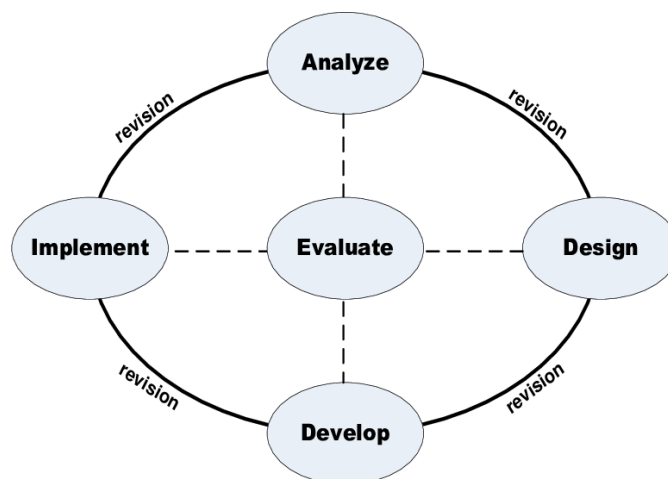
LKPD can provide structured learning activities to assist students in practicing reading comprehension skills. During reading activities, students are not only presented with reading texts, but need to be directed through systematic stages to understand the content of the reading. There is a need for pre-reading, reading, and post-reading activities in the reading process (Azizah, 2023). LKPD is flexible and allows it to be designed according to pre-read, read-on, and post-read steps. Activities in LKPD can be arranged to stimulate students in understanding the content of reading. According to Toman in Angraini et al. (2018) Activity sheets developed with certain strategies can arouse students' active participation in the learning process and increase student learning success. (Margianah et al., 2024) In his research, it was stated that the LKPD developed was feasible to be applied in reading comprehension learning. Furthermore, the LKPD developed by Salahuddin & Ananta (2024) showing the effectiveness of 88% can be seen from the student learning outcomes during product trials.

Reading comprehension is certainly obtained if students are able to think when reading. In line with the statement Dalman (2017) Reading is an activity that involves cognitive processes as an effort to obtain information contained in the reading text. Activities such as making predictions from interesting titles and images or illustrations can increase their curiosity about the writing to be read. This at the same time requires students to think during reading and helps students to be able to understand what they read. The learning strategies that are in accordance with the explanation above are *Directed Reading Thinking Activity* (DRTA). DRTA strategy can significantly improve students' reading comprehension skills (Dewi et al., 2021). Zahra et al. (2025) explained that the DRTA strategy can improve reading comprehension skills.

The development of teaching materials in the form of LKPD based on DRTA learning strategies needs to be developed for learning to read and comprehend students. DRTA's learning strategy encourages students to actively think critically before, during, and after reading by predicting the content of the reading and evaluating their comprehension. As stated by Sari et al. (2024), "DRTA helps students to become more independent and confident readers." By using a specially designed LKPD based on this learning strategy, it is hoped that students can be more actively involved in the reading process and be able to understand the text better. The development of this LKPD will be a strategic step to support more effective and fun Indonesian language learning.

2. Method

This research and development uses Addie's Research and Development (R&D) model. Research and development or (R&D) is a set of processes or steps to produce a new product or improve an existing product (Okpatrioka, 2023). The result of this research and development is to produce a product in the form of DRTA-based LKPD for reading comprehension of grade III elementary school students. This research and development will be carried out in January- June 2025 at SD Asy Syadzili. Here are the stages of the ADDIE model.



Picture 1 ADDIE Model (Branch 2009)

2.1. Analyze

Analysis of the needs of teachers and students at SD Asy Syadzili through interviews, observations and the distribution of questionnaires. Interviews were conducted with the third- grade homeroom teacher of SD Asy Syadzili to obtain preliminary data on the needs at school. Observations were carried out to analyze the learning process of reading students' comprehension. Furthermore, the distribution of the needs analysis questionnaire to all grade III students. Analysis was carried out on various matters related to the curriculum used, the learning process, the teaching materials used, the obstacles faced, environmental conditions, students' abilities, and Indonesian learning support facilities in grade III of SD Asy Syadzili.

2.2. Design

At this stage, the design or design of products in accordance with the results of the analysis is carried out to produce DRTA-based LKPD for learning to read and comprehend students in grade III of SD Asy Syadzili. Product design includes adjusting Learning Outcomes (CP), activities, and visual display of the product.

2.3. Develop

The results of product design are then realized at the development stage. The products that have been developed are validated by teaching material experts and material experts to find out the shortcomings of the product, so that improvements can be made to be tested later. A description of the product's validity level can be seen on Table 1 Categorization of product validity.

$$V = \frac{Tse}{Tsh} \times 100\%$$

Information:

V = Validity

Tse = Total validation result score from validator

Tsh = Maximum total score

Table 1 Product Validity Categorization

Percentage	Category	Information
85,01% - 100,00%	Highly Valid	Can be used without revision
70,01% - 85,00%	Quite Valid	Can be used with minor revisions
50,01% - 67,00%	Less Valid	Can be used with major revisions
01,00% - 50,00%	Invalid	Not usable

2.4. Implement

The revised LKPD was tested on third-grade students of SD Asy Syadzili as the subject of the study. This trial aims to find out the subjects' responses regarding the attractiveness of the LKPD that has been developed. At this stage, a practical test was also carried out by the 3rd grade homeroom teacher of SD Asy Syadzili.

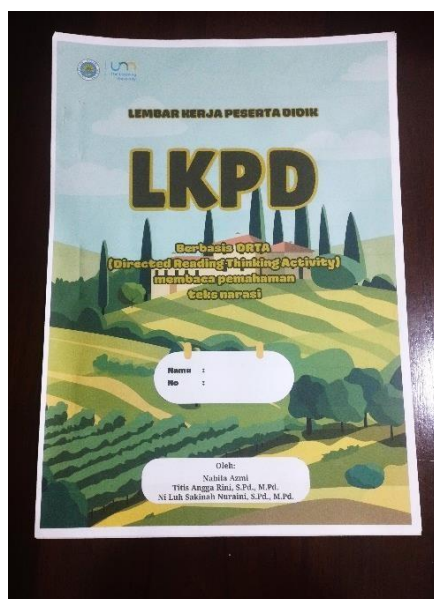
2.5. Evaluate

The evaluation stage is carried out to assess and improve the developed products. The evaluation stage is carried out during the development process or at each step of the ADDIE model. Deficiencies in the product were revised and corrected to produce DRTA-based LKPD that is suitable for use.

3. Results and Discussion

3.1. Result

The product developed in this study is in the form of DRTA-based LKPD for reading comprehension learning for grade 3 elementary school students. The product development process includes the selection of materials according to the Indonesian CP, the selection of narrative texts, the preparation of activities in the LKPD, and the design of product development. The selection of CP is based on the curriculum used in related elementary schools, namely the independent curriculum with CP "Students are able to understand messages and information about narrative texts in printed or electronic form". LKPD is designed in print format tailored to user needs.



Picture 2 DRTA-Based LKPD in Print Form

The next stage after the LKPD product is developed is the implementation of product validation. This validation is carried out by teaching material experts and material experts by filling out a validation questionnaire to assess the level of product validity so that the product is suitable for use in learning. Furthermore, the product was tested on 25 grade III students to find out the level of attractiveness of the product and tested its practicality by the teacher through the questionnaire given.

Table 2 Validation Result by Teaching Material Experts

Aspects Assessed	Validator Score	Max Score	Overall Percentage
Presentation of LKPD	7	8	92,50% (highly valid)
Language	12	12	
LKPD Display	12	12	
Use of LKPD	6	8	
Total Score	37	48	

The score of the teaching material validation results obtained a percentage of 92.50% which is included in the highly valid category. The category refers to table 1 with a breakdown of the percentage of 85.01%-100.00% included in the category of highly valid and can be used without revision.

Table 3 Validation Result by Material Expert

Aspects Assessed	Validator Score	Max Score	Overall Percentage
Presentation of the material	16	16	95,83% (highly valid)
Material suitability	8	8	
Material coverage	12	12	
Language	10	12	
Total Score	46	48	

The results of the material validation showed a score percentage of 95.83% which was included in the highly valid category. This means that DRTA-based LKPD can be used without revision. However, there was little comment from subject matter experts to use simpler language for students on some parts of the story and adjustments to EYD V.

Table 4 Practicality Test Result by Teacher

Aspects Assessed	Validator Score	Max Score	Overall Percentage
Material suitability	8	8	89,29% (highly valid)
Material coverage	11	12	
Presentation of LKPD	22	28	
Language	11	12	
LKPD Display	11	12	
Use of LKPD	12	12	
Total Score	75	84	

The results of the practicality test got a score percentage of 89.29% which is included in the highly practical category. This shows that DRTA-based LKPD is practical and easy to use in learning to read comprehension.

Table 5 Attractiveness Test Results by Students

Aspects Assessed	Validator Score	Max Score	Overall Percentage
The Attractiveness of LKPD	143	150	95,33% (highly valid)
Use of LKPD	96	100	
Benefits of LKPD	47	50	
Total Score	286	300	

The results of the attractiveness test conducted by 25 students got a percentage of 95.33% with a highly interesting category. This shows that DRTA-based LKPD is attractive to students and can increase students' enthusiasm in learning to read comprehension.

3.2 Discussion

This research and development aims to produce teaching materials in the form of LKPD that applies DRTA learning strategies for learning to read and comprehend students in grade III of SD Asy Syadzili. The development research model used is the ADDIE model (*Analyze, Design, Develop, Implement, Evaluation*). This research model was chosen because it provides systematic, flexible, and adaptable stages to learning needs, as well as allowing evaluation and improvement at each stage of development to make the development process run more effectively. The ADDIE model contains stages that are easy to understand and use in product development such as teaching materials, media, and other learning tools (Anggraini et al., 2021).

DRTA-based LKPD products that have been developed and declared feasible by the supervisor are tested for validity by teaching material experts and material experts and tested for practicality and attractiveness by users. The purpose of carrying out this validity test is to ensure the feasibility of the product produced (Wulandari & Oktavian, 2021). The validation process is carried out by filling out a validation questionnaire that has been prepared. Validation results in the form of scores as quantitative data and notes in the form of criticism and suggestions as qualitative data can explain product shortcomings and

become material for improvement for products. Thus, DRTA-based LKPD is suitable for use in learning.

The validity of the LKPD assessed by the teaching material expert includes 4 aspects, namely the presentation of the LKPD, language, the appearance of the LKPD, and the use of the LKPD. The total score obtained from the four aspects was 37 out of a maximum score of 40 with a percentage of 92.50%. The results show that each aspect that is assessed to have met the category is very valid based on the product validity categorization table. LKPD has been presented by applying the DRTA strategy characterized by predicting activities based on titles and images and then proving when reading. In terms of language, the product has been adapted to the user and is communicative. The description in the teaching materials should be adjusted to the user's profile and presented in a detailed but simple manner so that it is easy for students to understand (Widiastuti et al., 2023). The visual display of the product has been designed according to the reading text and is interesting to assist students in understanding the text. The LKPD display needs to be considered, because an attractive LKPD display can help students so that it is easier to understand the material (Widiyani & Pramudiani, 2021). The LKPD developed in printed form adjusts to the needs of users and facilities owned by the school.

The DRTA-based LKPD is valid according to material experts with an assessment of 4 aspects including material presentation, material suitability, material coverage, and language. The score results obtained from the four aspects were 46 out of a maximum score of 48 with a percentage of 95.83%. In accordance with the details in the product validity categorization table, DRTA-based LKPD is included in the category of very valid. The material presented in the LKPD is in accordance with Indonesian language learning and the scope of CP "Students are able to understand messages and information about narrative texts in printed or electronic form". This is in accordance with the opinion Suhendar (2018) The materials and assignments listed must be in line with the learning objectives. The presentation of images or illustrations has been adapted to the material and is designed attractively. In accordance with what is done by Amelia & Muzakki (2021) In his research, the interesting pictures in the LKPD can make it easier for students to understand the existing material. The results of product validity show that DRTA-based LKPD is suitable for use in reading comprehension learning.

After the product is declared valid by a teaching material expert and a material expert, the product is also assessed for practicality by the third grade homeroom teacher Asy Syadzili. This process was carried out to find out the practicality of using DRTA-based LKPD according to the third-grade homeroom teacher as a user. The practicality test process is carried out with the aim of finding out whether the LKPD is practical and easy to use by users (Purwasi & Fitriyana, 2020). There are 6 aspects assessed, namely the suitability of the material, the scope of the material, the presentation of the LKPD, the language, the appearance of the LKPD, and the use of the LKPD. The scores obtained from the six aspects were 75 out of 84 maximum scores with a percentage of 89.29% which was included in the very practical category. Based on these results, DRTA-based LKPD is considered practical and easy to use because there are

clear instructions for use. In line with opinion Manurung et al. (2023) that guidelines or guidelines for the use of teaching materials can make it easier for teachers to use the teaching materials that have been developed. In addition, the LKPD developed can help teachers in achieving the goals of reading comprehension learning.

Furthermore, the assessment of the attractiveness of the developed products was carried out by 3rd grade students of SD Asy Syadzili by filling out an attractiveness questionnaire after the product trial was carried out. This assessment is carried out with the aim of finding out the level of attractiveness of DRTA-based LKPD when used in learning. There are 3 aspects assessed in the attractiveness test, including the attractiveness of the LKPD, the use of the LKPD, and the benefits of the LKPD The

percentage obtained from the attractiveness test is 95.33% with a very attractive category. Through interesting pictures and activities on LKPD, students become enthusiastic about participating in learning activities. Conform to the opinion Kusumadewi et al. (2020) that the teaching materials are interesting and there are pictures in them can foster an interest in reading in students which affects students' understanding of the text.

The responses given by students during the trial showed that they liked the LKPD developed. Students predict the content of the story with enthusiasm thinking about all the possibilities that occur in the story to be read. Some students are also aware and say that the pictures provided match the story read. Pictures that match the reading text can help students understand the content of the reading better. Pictures can help students to visualize the content of the story that is still abstract (Hakim, 2022). Notes were also written by students showing that they liked LKPD. The notes are written in the columns provided in the questionnaire, including: (1) LKPD makes students like to learn because of interesting pictures and stories; (2) calling; (3) Very interesting and clear to read. Some of these responses and notes show that through interesting pictures and activities, students become enthusiastic about participating in learning activities.



Picture 3 Product Trial Implementation

The DRTA-based LKPD products developed have several advantages and disadvantages. The advantage of DRTA-based LKPD products is that they increase the direction and systematics of the student learning process. The integration of DRTA strategies into LKPD can provide a more systematic and targeted learning flow. DRTA's strategy is to read and think in a directed manner with the activity of predicting the content and proving it (Putri, 2024). Furthermore, the advantage of DRTA-based LKPD is that it can encourage student learning independence. Reading and thinking activities through prediction and proofing as well as the activities provided in LKPD can encourage students to be more independent and not completely dependent on teachers. Through the DRTA strategy, students do not passively receive knowledge from the teacher, but students try to predict and prove it to understand the reading (Agus et al., 2022). Activities or assignments that are equipped with instructions for working on the LKPD also support student learning independence. The use of LKPD provides opportunities for students to learn independently (Handika et al., 2024). The last advantage is that DRTA-based LKPD has an attractive visual design so that it can increase students' enthusiasm for learning. An attractive LKPD can increase students' motivation to learn (Said et al., 2023).

In addition to having some of the advantages that have been mentioned, DRTA-based LKPD also has disadvantages. The disadvantage of the product is that it still tends to support visual learning styles in reading. This is due to the printed form of LKPD. As a result, students with auditory and kinesthetic learning styles have not been fully fulfilled in this LKPD. Meanwhile, according to Dewantara (2020) The learning process that is tailored to the learning style of students can help in more optimal absorption of information. Furthermore, in the use of DRTA-based LKPD, there are some students who still have difficulty in the stage of predicting and proof. This is because the use of DRTA-based LKPD is new for students. So it still requires direction from the teacher at the beginning of use.

4. Conclusion

Based on the results of research and development that has been carried out, the DRTA-based LKPD that has been developed has shown validity and feasibility in terms of teaching materials and materials. The results are based on the assessment of teaching material experts who got a percentage of 92.50% which is included in the very valid category. Furthermore, the assessment of the validity of the material carried out by the subject matter expert received a percentage of 95.83% with the category of very valid. Then in terms of practicality assessed by users, namely third-grade homeroom teachers, got a percentage of 89.29% which is included in the very practical category. This shows that the product is easy and practical to use when learning to read comprehension. In addition, the attractiveness test carried out through a questionnaire distributed to students produced a percentage of 95.33% with a very interesting category. Thus, based on the results of the validation and practicality and attractiveness tests that have been carried out, the teaching material product in the form of DRTA-based LKPD that was developed is valid and suitable for use in the learning process of reading and comprehension in the classroom.

The DRTA-based LKPD products developed can be used in learning to train students' reading comprehension skills. However, it still tends to favor visual learning styles and is less fulfilling for auditory and kinesthetic learning styles. Therefore, further development needs to consider presentations that can be more representative of a wide variety of student learning styles. So that the process of receiving information by students can run more optimally.

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