



Development Of Inquiry-Based Student Worksheets (Lkpd) To Improve Economics Learning Outcomes In Students Of Class Xi Ips 1 Sma Negeri 2 Padang Cermin

Anggun Rafika Duri¹, Buang Saryantono², Dyanti Mahrunnisya³

^{1,2} STKIP PGRI Bandar Lampung

Email: anggunrafika29@gmail.com

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Abstract

Abstract: The problems contained in this study are motivated by 1) low learning outcomes, 2) economic learning that has been implemented so far has not used teaching materials in the form of LKPD, 3) the learning process pays little attention to the condition of students in terms of abilities, talents, interests and needs, so that student learning outcomes are still low. The purpose of this study was to determine the level of validity, level of attractiveness, convenience and usefulness as well as the level of effectiveness of the development of inquiry-based worksheets to improve economic learning outcomes in KD. describes the international trade of class XI IPS 1 students of SMA Negeri 2 Padang Cermin. This research is a type of research and development, this research is used to produce certain products and test the effectiveness of these products. The resulting product is an inquiry-based LKPD in economics subjects to determine product validation, attractiveness, convenience and usefulness as well as the effectiveness of LKPD which will be developed in improving learning outcomes. The stages of the research carried out refer to the ADDIE development model which includes Analysis, Design, Development, Implementation and Evaluation. The results showed that the level of effectiveness of students' learning outcomes from this LKPD was also very good because it had a completeness percentage of 90.90% so that it showed very good student learning outcomes. So it can be concluded that the development of inquiry-based LKPD is very feasible to be developed in class XI IPS 1 students of SMA Negeri 2 Padang Cermin.

INTRODUCTION

Student Worksheets (LKPD) are a collection of basic activities that must be carried out by students to maximize understanding in an effort to form basic abilities according to the learning achievement indicators that must be achieved. Apart from that, LKPD is a learning media that can be used to support the learning process both individually and in groups who can build their own knowledge using various learning sources. Educators play more of a role as facilitators, and one of the tasks of educators is to provide learning tools including LKPD that are in accordance with the needs of the 2013 curriculum used at SMA Negeri 2 Padang Cermin, especially in class XI IPS 1.

LKPD is a form of visualization of the material to be studied. The LKPD used in learning activities should be in accordance with the demands of Basic Competencies (KD), can motivate students, and attract students' interest and attention to learning. By using this media, it is hoped that it can increase critical thinking creativity and good communication relationships between students, in order to achieve maximum results, for example in the aspect of students' understanding of concepts and being able to improve the learning outcomes obtained by students.

Based on the results of observations made by researchers, it is known that the learning conditions at SMA Negeri 2 Padang Cermin are not yet optimal and students in class from the textbook (textbook) only. Meanwhile, students know that textbooks (textbooks) have very broad coverage, especially in their sub-material. So this makes students bored, lacks students' critical thinking skills and lacks students' motivation in learning which is still not optimally directed in learning. Therefore, many students' scores

are still below the minimum completeness criteria (KKM).

Based on the results of the researcher's interview with the economics subject teacher conducted in class XI IPS 1 SMA Negeri 2 Padang Cermin. Where learning outcomes in economics subjects are still not optimal. From the results of observations, it is known that there are 33 students in class XI IPS 1 SMA Negeri 2 Padang Cermin. Where 11 students had scores above the KKM and their learning outcomes were completed with a percentage of (33). Meanwhile, 22 other students had scores below the KKM and their learning results were still incomplete, with a percentage of (67). Meanwhile, the minimum completeness criteria (KKM) score in class .

Based on the results of observations that researchers have made, one of the factors behind the low economic learning outcomes is the students' low critical thinking abilities. Where the learning process so far is still teacher centered, so that students are less active in learning economics. Therefore, it is necessary to develop teaching materials in the form of inquiry-based LKPD teaching materials. Implementation of the inquiry learning method can create learning conditions that are centered on student activities (student center). This is because students are invited to actively learn independently or in groups in solving a problem topic so that they gain direct experience and can develop their ability to think critically and scientifically. The learning process using the inquiry method begins with accepting and defining the problem, then developing a hypothesis, then collecting data and testing the hypothesis, and finally drawing conclusions.

Based on the description above, the researcher's aim in conducting this research is to create a pleasant learning atmosphere and make students more motivated to actively participate in expressing their ideas, as well as being active in learning so that the hope of increasing student learning outcomes can be achieved. Therefore, researchers conducted research with the title "Development of Inquiry-Based Student Worksheets (LKPD) to Improve Economic Learning Outcomes in KD." "Describing International Trade for Class XI IPS 1 Students at SMA Negeri 2 Padang Cermin for the 2022/2023 Academic Year."

Gay (in Hamzah, 2020: 1) development research is an effort to develop a product for use, not to test theories. Development research is a systematic study of how to design a product, develop or produce the design, and evaluate the performance of the product, with the aim of obtaining empirical data that can be used as a basis for creating products, tools and models that can be used in learning or non-learning Richey and Kelin (in Sugiyono, 2019: 395). Furthermore, research and development is a process or method used to validate and develop Brog and Gall products (in Sugiyono, 2019: 394).

(Hamzah, 2020: 1) states that in principle Research and Development (R&D) research is carried out to make a product easier and cheaper or more effective and efficient based on its usefulness or benefits generated by the product being developed. This means whether the costs incurred for development are equivalent to the value of the benefits or even cheaper. Furthermore (Arifin, 2011: 126) defines research and development. Research and Development (R&D) is a method used to overcome the gap between applied research and basic research. Often in research, gaps are found between theoretical research results and practical research results. Therefore, development research can overcome this gap.

Meanwhile, the research and development method Research and Development (R&D) can be interpreted as a scientific way to research, design, produce and test the validity of the products that have been produced. Based on this understanding, research and development activities can be shortened to 4P (Research, Design, Production and Testing) (Sugiyono, 2019: 396). Likewise (Sa'adah, 2020: 12) defines research and development as a problem or product that is researched, not just a completely new product, but can research existing products and then develop and review them to produce a level of effectiveness and usefulness. which is higher than the previous stage. Then Sujadi (in Sa'adah, 2020: 12) stated that development research is defined as a process or steps to develop new products or improve existing products that can be accounted for.

Based on the opinions of the experts above, it can be concluded that research and development is a process or method used by someone to develop a product that will be produced. Then the product will be developed through several stages and its effectiveness and feasibility will be tested.

Student Worksheets (LKPD) are a form of learning media in the form of a collection of short material and assignments or practice questions that focus more on one subject. However, the LKPD is equipped with procedures for working on questions, making it easier for students to answer the questions presented in the LKPD (Nana, 2019: 32). LKPD can be used by educators and students for learning purposes. Proper use will get maximum results. Therefore, an educator must really pay attention to basic needs to be taken into consideration in the learning process.

LKPD is also defined as a learning resource that contains a series of activities and exercises for students to make it easier to increase understanding of learning material and optimize student involvement or activities in learning, the contents of which can be designed and developed according to the conditions and situations of learning activities that will be faced (Syafa'atin, 2017: 15). (Prastowo, 2015:204) revealed that LKPD is a printed teaching material in the form of sheets of paper containing material, summaries and instructions for implementing learning tasks that must be carried out by students, which refer to the basic competencies that must be achieved.

Furthermore, the Student Worksheet (LKPD) is designed by the teacher in a package that is programmed to involve students as learning subjects (Kusworo, 2019: 123). Making LKPD can help teachers in carrying out learning activities. There are several components in making LKPD, including learning materials, learning methods, learning objectives, and learning evaluation. Therefore, the existence of LKPD can be used by teachers as a guide for implementing teaching activities and as a guide for students in participating in learning activities.

Based on the description above, it can be concluded that the Student Worksheet (LKPD) is a medium in the form of an activity sheet that contains instructions and steps in carrying out learning activities to discover a concept. The use of LKPD can make students more active in participating in learning because students are not only learning objects but also learning subjects, so that the concepts being studied are discovered by students themselves.

(Anam, 2016: 7-8) expresses linguistically, inquiry comes from the word inquiry which is an English word which means; investigate or ask for information; A free translation for this concept is "students are asked to search and discover for themselves". In the context of using inquiry as a teaching and learning method, students are placed as learning subjects, which means that students have a big role in determining the atmosphere and learning model. In this method, each student is encouraged to be actively involved in the teaching and learning process, one of which is by actively asking questions.

Inquiry learning means a series of learning activities that maximally involve all students' abilities to search and investigate systematically, critically, logically, analytically, so that they can formulate their own discoveries with full confidence W. Gulo (in Anam, 2016: 11).

Furthermore, inquiry learning is a model that can encourage students to be active in learning (Shoimin, 2017: 85). Then inquiry learning is also defined as a learning activity where students are encouraged to learn through their own active involvement with concepts and principles, and teachers encourage students to have experiences and carry out experiments that enable students to discover the principles for themselves Kunandar (in Shoimin, 2017: 85).

Inquiry learning is a strategy that requires students to discover something and know how to solve problems in scientific research. The main goal is to develop students' attitudes and skills that enable them to become independent problem solvers (Ngalimun, 2017: 89). In addition, Fredericks (in Ngalimun, 2017: 89) states that the inquiry approach is based on three meanings, namely students are involved in learning opportunities with a high degree of "self-direction"; students can develop a good attitude towards learning, also students can retain and use information for a long time.

Based on the opinions of the experts above, it can be concluded that inquiry-based learning is a series of learning activities that emphasize students' activeness in having learning experiences in discovering material concepts based on the problems posed and being able to solve problems independently.

Learning outcomes or achievements are the realization or expansion of the potential skills or capacities possessed by a Sukmadinata person (in Priansa, 2017: 79). Dan Syah (in Priansa, 2017: 79) stated that ideal learning outcomes include all psychological domains that change as a result of students' experiences and learning processes.

(Hamalik, 2019: 159) learning outcomes are all measurement activities (collection of data and information), processing, interpretation and consideration to make decisions about the level of learning outcomes achieved by students after carrying out learning activities in an effort to achieve the learning objectives that have been set. Meanwhile, learning outcomes are all effects that can be used as indicators of the value of using a method under different conditions. To find out learning outcomes, assessments, measurements and evaluations are carried out (Hamzah, 2020:18).

Learning outcomes are the level of mastery achieved by students in following the teaching and learning process in accordance with the educational goals set by Soedijarto (in Purwanto, 2020: 46). Furthermore, learning outcomes are changes in student behavior as a result of learning. Changes in

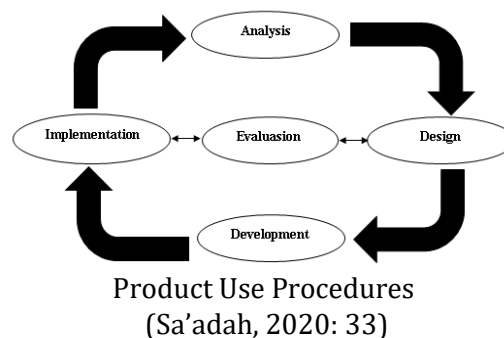
behavior are caused by him achieving mastery of a number of materials provided in the teaching and learning process. This achievement is based on the teaching objectives that have been set. Then he said that learning outcomes can be changes in cognitive, affective and psychomotor aspects (Purwanto, 2020: 46).

In many economic literatures, economics is said to come from the Greek words *oikos* or *oiku* and *nomos* which means household rules. In other words, the definition of economics is everything that concerns matters relating to life in a particular household and in its development the word household not only refers to a family consisting of husband, wife and children, but also wider household, namely the household of the nation, country and world (Putong, 2013: 1).

Based on the understanding of the experts above, it can be concluded that economic learning outcomes are the results that students have achieved in economic learning which are expressed in the form of mastery, knowledge and basic skills to determine the level of success that students can achieve in economic learning based on experience. obtained after an evaluation is carried out and is realized with certain values and causes cognitive, affective and psychomotor changes.

METHODS

The research method used in this research is research and development or R&D (Research and Development). In this research, the development procedure used refers to the ADDIE (Analysis, Design, Development, Implementation and Evaluation) model. The ADDIE model is a generic learning design model that provides an organized process in developing learning materials.



In this research, the data collection techniques used consist of observation, questionnaires and documentation. The hope is that the data obtained is truly objective in accordance with actual conditions

RESULTS AND DISCUSSION

This research was prepared and developed based on the ADDIE development model which consists of 5 stages, namely Analysis, Design, Development, Implementation, and Evaluation. This initial to final analysis aims to determine the basic problems that occur in the learning process so that it is necessary to develop inquiry-based LKPD. Next, the design stage is carried out with the aim of preparing guidelines/foundations for compiling the LKPD as a whole. The next stage is development, this is used to produce products that have been revised based on input and suggestions from experts. This development stage includes expert validation and development trials. It is known from the results of expert validation and trials that revisions are then carried out until the product is feasible and can be used as teaching material.

1) Material Expert Validation

The results of the average validation score of material experts in the development of inquiry-based LKPD in stage I obtained an average score of 75% in the "valid" category so that it is "worthy of being tested in the field with revisions". Then, after receiving input and suggestions from material experts, the LKPD was then revised and consulted again with material experts and in stage II an average score of 84.61% was obtained in the "very valid" category so that it was "worthy of being tested in the field without revision".

2) Language Expert Validation

The results of the average validation score of linguists in the development of inquiry-based LKPD in stage I were getting an average score of 50% in the "invalid" category so that it was "not suitable for

testing in the field with revisions". Then, after receiving input from linguist experts, the LKPD was then revised and consulted again with linguist experts and in stage II an average score of 87.5% was obtained in the "very valid" category so that it was "worthy of being tested in the field without revision".

3) Media Expert Validation

The results of the average validation score of media experts in the development of inquiry-based LKPD in stage I obtained an average score of 68.75% in the "valid" category so that it is "worthy of being tested in the field with revisions". Then, after receiving input and suggestions from media experts, the LKPD was then revised and consulted again with media experts and in stage II an average score of 93.75% was obtained in the "very valid" category so that it was "worthy of being tested in the field without revision".

4) Effectiveness of Learning Outcomes

The LKPD has been validated, then a trial or implementation is carried out, from the results of the effectiveness test it is known that before using the LKPD only 33% of students got a pass mark and after using the LKPD 90.90% of students were able to fulfill the criteria for completeness in economics lessons with a score ≥ 73 (KKM). The average percentage shows 79.39, which means it is much greater than the KKM value and the effectiveness of the LKPD that has been developed has obtained effective criteria.

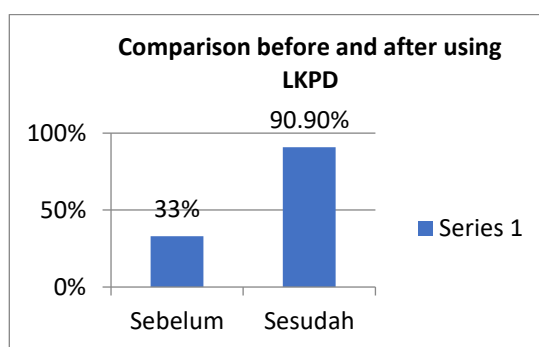


Figure 1
Comparison diagram before and after using LKPD

5) Test Attractiveness, Convenience and Usefulness

Next, an evaluation is carried out to determine the level of attractiveness, convenience and usefulness.

a. Attractiveness Test

From the results of the attractiveness test, it is known that the total score obtained from the results of students' attractiveness questionnaire responses to inquiry-based LKPD is 545 with an assessment score of 3.30. If these results are converted into an assessment classification, they are classified as very good. From these results it can also be concluded that students gave a very good response where there was interest in the improvement of the inquiry-based LKPD that had been presented.

b. Convenience Test

From the results of the convenience test, it is known that the total score obtained from the results of students' ease of questionnaire responses to inquiry-based LKPD is a total score of 562 with an assessment score of 3.40. If these results are converted into an assessment classification, they are classified as very good. Where students find it easy to study the material in the international trade LKPD.

c. Usability Test

And from the results of the usability test, it is known that the total score obtained from the results of the student response questionnaire regarding the usefulness of inquiry-based LKPD is by obtaining a total score of 582 and obtaining an assessment score of 3.52. If these results are converted into an assessment classification, they are classified as very good. Where students gain benefits by learning to use the LKPD.

Based on the three aspects tested through the questionnaire responses of class.

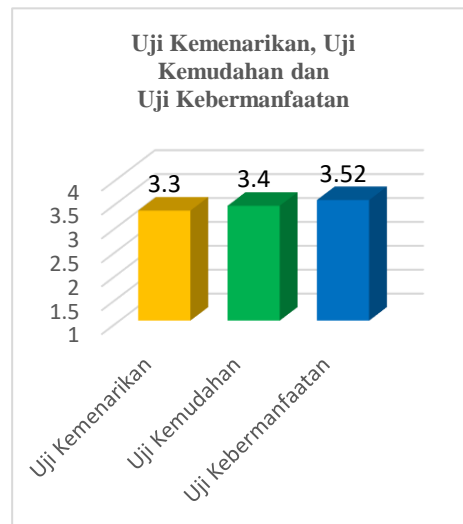


Figure 2
Chart of Attractiveness Test, Ease Test and Usefulness Test

Based on the diagram above, it can be seen that the three aspects tested through student questionnaire responses include the attractiveness test, convenience test and usefulness test. Where these three aspects have assessment scores that are classified as very good, so it can be concluded that inquiry-based LKPD is considered interesting, easy and useful to be used as teaching material by students in class XI IPS 1 SMA Negeri 2 Padang Cermin for the 2022/2023 academic year.

The final product of this development research is to produce an inquiry-based LKPD. LKPD development here uses the ADDIE (Analysis, Design, Development, Implementation and Evaluation) development method so that it can produce products in the form of good and quality LKPD. The competencies that must be achieved in the LKPD are in accordance with the basic competencies that have been chosen, namely discussing KD. Describe International Trade. The main target for using inquiry-based LKPD is students in class XI IPS 1 SMA Negeri 2 Padang Cermin. The reason for choosing this target was because there was no use of LKPD as an additional learning resource used in the teaching and learning process of economics in class.

The development of an inquiry-based LKPD utilizing the ADDIE model has undergone rigorous testing and validation, evident in the progressive improvement from the initial to the final stages. Molenda (2015) emphasized the importance of each stage in the ADDIE model, ensuring systematic creation and implementation of instructional materials. In the context of this research, the analysis stage identified foundational problems, leading to the inception of inquiry-based LKPD. Subsequent stages like design and development ensured that the LKPD was constructed based on expert recommendations (Branch, 2009).

In the material validation phase, there was a notable progression in the average score from the initial to the subsequent stage, with the latter reaching the "very valid" category. This transition corroborates findings by Gustafson and Branch (2002), emphasizing the value of iterative development and the significant role of expert input. For language validation, an initial score of 50% is particularly concerning, given the criticality of comprehensible language in learning resources. However, a dramatic improvement to 87.5% in the subsequent stage resonates with insights from Herrington and Reeves (2003) who noted that clear linguistic articulation enhances the clarity and effectiveness of instructional materials. As for media validation, the enhancement from a "valid" to a "very valid" score mirrors studies by Mayer (2009) stressing the role of media and its alignment with pedagogical goals.

Finally, the effectiveness and practical applicability of the LKPD was examined through students' learning outcomes and their perceptions regarding its attractiveness, convenience, and usability. The impressive leap from 33% to 90.90% in students achieving pass marks, with an average percentage exceeding the minimum criteria, supports the findings of Anderson (2003) on the potential of well-designed instruction materials in fostering learning achievements. The positive student feedback on LKPD's appeal, ease of use, and utility is consistent with Keller's (2010) ARCS Model of Motivational

Design, affirming that learning materials should captivate attention, be relevant, instill confidence, and satisfy learners. This inquiry-based LKPD, thus, not only meets academic requirements but also aligns with learners' preferences, making it a valuable addition to the educational ecosystem of SMA Negeri 2 Padang Cermin.

CONCLUSIONS

Based on the results of data analysis and discussion in the previous chapter IV, researchers can conclude the results of research on the development of inquiry-based Student Worksheets (LKPD) as follows:

1. Development of inquiry-based Student Worksheets (LKPD) in expert validity tests shows very valid results. Where firstly, in the material expert validity test at stage 1, a percentage of 75% was obtained and this increased to a better level at stage 2, namely obtaining a percentage of 84.61%. Second, the linguist validation test at stage 1 obtained a percentage of 50% and improved to a better level at stage 2 by obtaining a percentage of 87.5%. Third, in the validation test, media experts at stage 1 obtained a percentage of 68.75% and improved to a better level at stage 2 by obtaining a percentage of 93.75%.
2. Development of inquiry-based Student Worksheets (LKPD) on attractiveness, convenience and usefulness tests showed very good results. Where the attractiveness test obtained an assessment score of 3.30. Then in the ease test, an assessment score of 3.40 was obtained. And in the usability test, it obtained an assessment score of 3.52.
3. Development of inquiry-based Student Worksheets (LKPD) in effectiveness tests showed very good results. Of the tests carried out on 33 students, only 3 students were declared incomplete and the other 30 students were declared complete with a percentage of 90.90%.

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