



DEVELOPMENTS RESOURCES LEARNING STUDENT WORKSHEET BASED ON GUIDE INQUIRY IN RESIDUAL AND RISK MANAGEMENT

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ABSTRACT

The purpose of this research is to produce the student worksheet (SW) for students. It becomes a guide for Material inquiry. Residue and Risk Management; (2) Describes the reliability of aspects of SW validity in the waste disposal and risk management in General Secondary Education. The research is descriptive that describes the evaluation of the validity of the merit of materials. The instrument used is the validation sheet. The validation obligation is to perceive reliability based on content, presentation, language, and media quality criteria. The methodology used in this research is the qualitative technical analysis of the data used in this research that analyze qualitatively descriptive. The validation result of the matter is 3.29 and 82.14 sacred categories composed of 3.36 or 83.93 with the most reliable level. It is, between 3.50 and 87.50 scores of the most reliable and 3.00 scores of better score and language of 3.00 score of more reliable average and best category. Thus, the developed SW seems to be reliable or was used to test learning.

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INTRODUCTION

Alongside the development of technologies and population growth, there has also been an increase in organic, inorganic, and hazardous and poisonous material residues, leading to its disposal having problems within the community (Fick & Abbott, 2016). In general, the residues reflect different impacts on one's health and the surgical environment. The cases of the communities around the final disposal of garbage and the most critical residues of the development of the children's cerebral nerves, so that the waste will fall. The cariogenic compounds that are compounds cause cancer. Other cases, such as plastic, are identified in people's blood (Sarigiannis, 2017; Osher et al., 2017).

It means that migration and the presence of plastic in the sea increase annually (Carbalaei, 2018) and show the Asian region contributes significantly to the waste of plastic in the salty (Vinet & Zhdanov, 2011a). Thus, a law is needed to minimize plastic (Vinet & Zhdanov, 2011; Sarigiannis, 2017). In addition to this, it is also necessary to fit into learning deaths in schools (Dung et al., 2018). The recommendations, achieved by all countries, include the Government of East Timor through the State Environmental Secretariat, in a quick response to the creation of the decree of law No. 26/2012 on residues. Prioritizing the residues management policy in the 2018 period -2023 (Guelhermina, 2018) and publicly declared the recycling of all plastics to achieve zero plastic in East Timor (Osher et al., 2017; Day, 2019).

On the other side, it is also necessary to fit into learning materials. The learning material residues constructs through the teaching and learning process residues. The students have to involve cognitive, affective, and psychomotor aspects (Dung et.al, 2018). concerning corrective or corrective attitudes solidri, recalling the criticism and the resolution of environmental problems. On the other hand, learning the waste also increases the cost, and the awareness of students for importing waste management, and waste gestate procedures (Colbe, 2015; Gusmão et al., 2020). This effort dovetailed to the demise of Science and Technology learning from K-12 to secondary school. It establishes through the national curriculum reform of Indonesia's Adaptation Curriculum (Curicular 1994) converted to the minimum skills curriculum (Del & Díaz, 2017).

In the minimum skills curriculum, the government also prepares student manuals, teacher manuals, and teacher training, among others. That exists and use in the school. What happens is that many teachers consider existing books without favoring the conditions of schools, many stories, he said. On the other hand, students demand a learning process that is not monotonous, needs integration, and is related to everyday problems. The perception and demands are simple, but the learning resource (Didactic Material) is not yet prepared and the laboratory facility (Cardoso, 2012; Guterres, 2011; Abele et al., 2017). Situations of this nature allow everyone to access relevant material sources with learning for life. It is not aware allows for accessing non-credible sources. It may cause a mass among the spouse of students.

Learning resources exist in many types of tablets and prints. It contains in the Student Worksheet. The Student Worksheet (SW) will function as a learning component that will guide the learning objective and national curriculum objectives. The Student Worksheet can develop critical skills, encourage uncertainty, and elevate study delivery (Susanti et.al., 2018; Dung et.al., 2018; Retnosari et.al., 2015). So, the

teachers have to prepare those components to ensure involvement and an attractive teaching-learning process. In addition, the SW is also a guide for student problem-solving activities (Trianto, 2017). Enroller-guided SW can help students do better on the subject by expelling the experience of studies as a science to students in line with curriculum requirements. The SW Guided Inquiry to students as a learning medium to support study activities (Gigerenzer, 2020).

The guided enroller approach is an apprenticeship that teaches the student to manage a message to gain knowledge, skills, and values. Students constructed to participate in the survey (Arends & Ann Kilcher, 2010; Suyanti, 2010). The uncertain learning approach (Inquiry) is considered apart and followed by the now cartoonish century learning paradigm with technology that requires skill, knowledge, and means of study to prepare students to live in the skies and future droughts to be enshrined in direction as students, teachers and students, teachers and teachers (Abbas & Khurshid, 2013).

It can develop effective, psychomotor character (Özmen & Yildirim, 2012; Vlassi & Caraliota, 2013). The steps or tapes of the entries are problem formulation, the definition of the hypothesis, data collection, and conclusion or generalization (Retnosari, 2015; Suyanti, 2010; Trianto, 2017). The other part, according to (Suyanti, 2010) is orientation, formulation of problems, the definition of hypothesis, data collection, data analysis, and conclusion. Circumstances, which depend on the capacity and competence of teachers and students for choice, determine the learning of teacher institutes as advisors. The first results of this outbreak show that 73.67% of students want to develop SW because they try to study with other media, 87.11% of students never use other media, and 56.02% of students want to study only based on current problems. Since the interviewed results, most of the teachers still do not know the existing curricula in East Timor, the preparation of classes hardly changed, the subjects of Residency and Risk Management are considered new the book is not good.

Thus, teachers are higher for the development of learning resources. In this sense, they urgently demand that teachers create an innovative, creative, attractive, and contextual learning resource taking into account the needs of students. However, the definition of models' media is the learning that assumes the material character and students who are active, creative, and scientific according to the requirements of the curriculum (Retnosari, 2015). The research aims are to create SW-based products in the guided inquiry in materials, residues, and Risk Management. To describe the reliability of aspects of SW validity in residual and risk management (Taleb, 2019).

The problems identified as consequences of the lack of learning resources are the lack of learning systems, with no learning objective for a fixed one that, after all, the learning process will be insufficient. At issue are also the research: How to develop and produce a learning resource suitable for the conditions of East Timor. How can the reliability of increased learning resources occur?

This qualitative research on product SW could help students in the development of understanding and comprehension. It increases other skills in the chemistry learning process. It was including resident mortars and risk management. Production students-worksheet to evaluate aspects of validation, practical and affective aspects (Cortés et al., 2015). However, the learning time ceilings for students

in schools only suffer from evaluating products by expert validation (Radoń & Rydzewska, 2018).

METHOD

The research method used is research and development (Turhan & Karadağ, 2019). This research aims to produce the SW based on a Guide in quarry in Residual and Risk Management deaths. The development Model used is the adaptation of the model according to Thiagarajan 4D (Mulyatiningsih, 2011). The data collection techniques used a questionnaire (Peel, 2020). The evaluation scale of the collected questionnaires is similar to the table below.

Table 1. Criteria of Evaluation

Score	Criteria	Observation
4	More appropriate	Very good/ more attractive/easier/clearer
3	appropriate	good/ attractive / easy/clear
2	Less appropriate	not so good/ not so attractive / not so easy / not so clear
1	Not appropriate	bad/ not attractive / difficult/unclear

Source: (Arikunto, 2009)

The techniques analyze evaluation data to analyze with analysis issued of the amount of evidence. The data result in the evaluation of the answered questionnaire. The evaluator recapitulates and defines it in the following concentration:

$$P = \frac{\sum x}{\sum xi} \times 100$$

P = validator's value,

$\sum x$ = total evaluated respond,

$\sum xi$ = Total high respond

The value of the valuations acquired will be used to determine whether their reliability needs to be revised. This qualification to express in the following table:

Table 1. Criteria of Evaluation on scale Likert

Percentage	Observation	Decision
80.00-100.00	most reliable	not revise
76.00-100	reliable	not revise
51.00-75.00	sufficient	not revise
26.00-50.00	less reliable	revise
0.00-25.00	not reliable	revise

Source: Arikunto (2009)

If the result of using minimum criteria, the SW is tested on students to learn about aspects of practice and adequate, if it has not yet been met in the analysis (Arikunto, 2009).

RESULT

Product Description

Learning Resources Development Process

The Student Worksheet increased on a 4-D Thiagarajan development model whose results are as follows.

1) Curriculum

The national curriculum reform in 2013 was a decision to standardize the fine-qualified human resources of Timorese. It to guarantee guarantees external income. The reform to grant all the national requirements such as the Strategic Plan for National Development, and the Education Development Plan, requires the production of human scientific resources and socio-cultural, arts, and technical skills to support cognitive science, ready to use in the places or fields of work. The change also arises in the wake of the global demand for Education for Sustainable Development (EDS), the Millennium Development Goals (MDG's), and changes in the learning paradigm that guarantee a single multi-skill resource (Radovic-markovic, 2013) (Prasertcharoensuk et al., 2015). So, here several ministries through a team of didactic deaths reporting as the student manual book and the teacher prefer the use of Science Technology and society. It is considered an approach that shares student-centered learning.

Furthermore, to monitor changes in curricula, the government by the competent Ministry has invested in physics and physical development. It indicates professional training, distribution of laboratory goods, increase in school classes, etc. But in reality, the curriculum previously adapted from the Indonesian national curriculum (Cuniculture, 1994) has been reformed, hampering its implementation, teachers consider this type of curriculum unfavorable to implement in East Timor, and teachers do not recognize the curriculum and do not have adequate training. There is no preparation for the Teaching and Learning Process (PEA), and there are no learning resources such as the lesson plan, worksheets, and assessment instruments. So, if these do not exist in learning, it is considered a residual learning process (Anderson & Krathwohl, 2015).

2) Analyze Learning Materials

The teachers taught chemical material of the residual since grade 7th. However, in the learning process, it needs to be faster than most chemical teachers 10 Years did not have the possible cost of living (including risk management), considering the difficulties subject. Then, researchers noticed that the teachers' efforts for development are less. The students' curiosity to understand the chemistry subjects is low. It is because the fulfillment of the basic process is going well (Lockee & Gros, 2020; Effendy, 2002).

3) Proportionality of Teachers and Students

The reality that happened across the city when most schools in Timor-Leste is the minimum number of students per class is at least 13 years of age. Theoretically, students of this age can interpret an object without any description and tend to be heard frequently by an individual (monotonous). The results show that 73.67% of students require new learning resources. The 65.95% of students need new approaches from teachers during this period dominates the expository, exercise, human work, and increasing knowledge. The students also considered it become

challenging subject to study chemistry. The problems were geographical aspects. There is no student enthusiasm in this class. Every time fear forces you to study in entering the classroom, among others (Trujillo & Molotch, 2014; Vinet & Zhedanov, 2011b).

4) Teacher Status

The ten chemical teachers in the interior of Dili are under 45 years old and, in part, have a bachelor's degree, or an academic degree. These conditions are showing that most teachers are of working and working age. Teachers receive regular training carried out by the government on the content, but there is still little training for pedagogues. The Portuguese languages make your sudden work difficult and do not allow the development of any learning resource. It continues to be conventional even if there is a better curriculum reform of the quality of education in the countries (Vinet & Zhedanov, 2011b). Furthermore, there will be no match between learning objectives and personal learning (Anderson & Krathwohl, 2015), and, therefore, students will not be motivated (Leal, et.al., 2016).

5) Design (Drawing)

The phase of learning occurred when data such as identification of field or school needs to obtain. The teachers designed SW with trains and student development psychologies described in step one. So, information that manages to become a public concern. However, the residual does not resolve yet. In addition, in identifying the existing problems in researchers, it was also possible to focus on chemical learning in grade 10th. Here, teachers consider the risk management and residuals that have not been mentioned yet. Thus, the design of the SW in these topics is defined (Yardibi, 2014). On the other hand, it notes and ponders the perception of students and teachers of the Portuguese language who consider its problems. The textbook for students in seven up to nine grades of junior high school are published in both languages. The SW drawn contains two languages such as Portuguese and Tetum (Francis, 2017; Ekman et al., 2015).

6) Development

In the development stage, the researchers validated that considered to explain, especially professors with expertise in this area. The teachers realize that their teaching experience can become practitioners in the field. The validators made the first correction after being able to give a direct value. This step is validating in the comfortable sense of disclosing what they feel and want to do (King, 2018; Daniel, 2016).

7) Disseminate

After the SW product is validated and revised to define its reliability, and readability, the SW will undergo a testing process as part of the dissemination. However, the provisory to disseminate once they went through the Teaching and Learning Process in the vacation schools (Yardibi, 2014).

Validation Result Description

The results of Validation Merit

Based Guidance for Student Worksheet. The validation process requires a lot more development and research. Validation has these types of research, such as content and construction validation. The content enhancement aims to learn and

obtain information about the quality of the products of the developing learning resources. The results of the SW validation show that classified for both parties and the SW residual and risk management resulting from the subsequent validation. Abstract compares the mean value of validation of material that Table 3 presented residual and risk management.

Table 2. Summary of analysis value media material result validation of SW

appearance	Media	Evaluation Value	Category
content quality	3,36	83,93	Most Reliable
Presentation	3,50	87,50	Most Reliable
Language	3,00	75,00	Most Reliable
Average	3,29	82,14	Most Reliable

The result analyzes that of media the shown the validation of the merit of the media is evident in the following ten years.

Table 3. Summarize of Average Analysis and result of the validation

appearance	Media	Value evaluation	Category
appearance	3,36	83,93	Most Reliable
Consistency	3,50	87,50	Most Reliable
Letter usage	3,50	87,50	Most Reliable
Physical Criteria	3,83	95,83	Most Reliable
Average	3,38	84,39	Most Reliable

Table 4 showed that each aspect of the media is 84.39 of SW in a more reliable category. The validation process also includes suggestions from the validators for reviewing reliability tests.

Table 5. Suggestion and correction from validator on SW

No Suggestion	Revision
Best Portuguese spelling	Follow is what is suggested by the validator The Validators' suggestion was followed
Appearances in each SW must contain a figure of	Follow is what is suggested by the validator The aspects or a substance that Validators' suggestion was followed must teach

Lesson Plan Validation (LPV) results

The result of the validators with mean value is the following tables.

Table 6. Summary of Class Plan Validation Average Value

Aspects	Medium	Value	Category
Formulation of Learning Objectives	3,30	82,50	Most Reliable
Presentation Content	2,80	70,00	Most Reliable
Language	3,50	87,50	Most Reliable
Allocation of time	3,50	87,50	Most Reliable
average	3,28	81,88	Most Reliable

The results show that the score distribution scores all aspects of each validator between 2.80-3.50 with 3.28 (81.88%), the most reliable category. There are also suggestions and corrections from validators as mortars for the revision of the Guided Institute Lesson Plan to improve. Below is the presentation of validator fixes.

Table 4. Suggestion from the validator about Students Worksheet

Suggestion	Revision
More explanations about waste type explained more residual sources	The Validator's suggestion and correction followed Simply follow validator suggestions

Results of the Validation of the Concept Compliance Test Instrument

The summary of the Expert validation of the experts' test instruments is visible in the following tables.

Table 8. Summary Analyze Instrument Validation Test of Concept Compliance.

Aspect	Medium	Medium	value of each Value Category
		aspect	
Adequacy of requests for indicators	3,31	3,63	3,47
Concept Accuracy	3,38	3,75	3,56
Formulation of communicative points in a sentence using appropriate language and the true formulation of sentences does not translate into a double expectation	3,31	3,81	3,56
Only in a clear answer	3,44	3,75	3,59
Total value	3,19	3,69	3,44
Middle			88,22
	3,25	3,75	3,50
	19,88	22,38	21,13
	3,31	3,73	3,52

Formulation of communicative points in a sentence using appropriate language and the formulation does not translate double expectation want properly in total Average

The results above indicate that the sources follow the content validation, with a validation value of 3, which means a good Well-being category.

The validation results on the teachers of Chemistry of SW Products were validated by Professors Da Costa, Xavier, and Obe. These teachers have had expansions in secondary education for several years.

SW the Summary of the evaluation of the SW professors was presented in the following table.

Table 9. Summary analyzes scholar media Student Worksheet

Aspects	Medium	Evaluation Value	Category
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content quality	3,24	80,95	reliable
Presentation	3,20	80,00	reliable
Language	3,53	88,33	reliable
Average	3,32	83,10	reliable

The results above showed that the scores in each aspect are 83.10, with the SW referring to the most reliable category. Analyzes that the result of the validation of media merit becomes evident in the coming days.

Table 10. Result of analysis of Student's Worksheet validation media scores.

Aspects	Medium	Evaluation Value	Category
appearance	3,29	82,14	reliable
Consistency	3,83	95,83	reliable
Letter usage	3,58	89,58	reliable
Physical Criteria	3,22	80,56	reliable
Average	3,38	84,39	reliable

The result showed a value for each aspect of 3.22 (84.39) and more categorized as the most reliable.

DISCUSSION

The essentials of research are generally correction and revision. At these stages, development products risk being cut and revised before undergoing content validation or evaluation. See essential contexts for the quality of SW products. The evaluative values presented in the suburbs by the Materia validators evaluation in SW 1-3. Assessment refers to the core competencies described in the curriculum. This assessment means that the content of the SW already follows the Competencies and handbooks that the school uses and crowds in school conditions. The load of the SW is to reflect on the surrounding problems with questions. It is to develop compliance with problem-solving capacity (Oktari, 2015). Above the judicious National Education Standards Agency in Indonesia and the US (East Timor does not yet have a standard). This provides students can fulfill a concept and actively summarizes existing problems in the surrounding environment (Struchiner et al., 2016).

The results of the Validators have presentation aspects in SW 1-3 with average-3.50, that is, 87.50 values. The value guaranteed that attractive presentations can lead students to indulge themselves and has a strong motivation in learning relevant to the Sadirmans' idea that the definition of designs should motivate students in the study processes and activities (da Costa et al., 2019; Anderson & Krathwohl, 2015; Gilbert & Treagust, 2009). However, students have ten years of intellectual progress. According to Piaget has already at this operational stage and can only see if the object or design explain by itself. Another part of drawing is reliably guaranteed the teacher's role as advisor for provocative questions to the students themselves, will personally meet and fulfill the concept they study (Vlasi, 2013). In addition, an evaluation of the reliability of the SW Media is carried out, namely with 3.36 (83.93) with reliable category, 3.50 (87.50) best category scores, 3.50 scores, or better, with 3 .83 more reliable media scores, among others (Kurtek, 2018).

Criteria Validator results in the SW 1-3 developed happened among 3,000 validators of 70.00 values or best category. The results were significant in two areas because of the effectiveness and the low value registered in the structures. Still, in the Validation of the Teaching Plan with the inclusions of Formulation of Learning Objectives, a score of 3.30 (82.50) was found with a reliable category. Meanwhile, the Quality of Content gathered a 2.80 score or 70.00 is reliable. Language obtained 3.50 (87.50) or more from a more improved category and allocations of 3.5 (87.50) Tempurs, with a more reliable category. The survey results also point to previous surveys by Octari (2015), Retnosari (2015), and Nieveen (2010) showed that the SW is reliable according to the Indonesian National Education Standards Agency and American Educational Resources Standard (Ballantine et al., 2022).

CONCLUSION

The Student Worksheet Development process based on a guided Inquiry) that he developed uses a 4D Thiagarajan approach based on the chemistry handbook. The reliability of the SW registered in Guided Inquiry) Material, with 3.29 averages and 82.14 with the classification of reliable. Medium with 3.55 medium and 88.69 with a more reliable category.

RECOMMENDATION

Based on available results, the researcher recommends that (1) For effective tests and practical aspects in the Teaching Process of Learning in General Secondary Education, (2) If the closest researchers focus on the content of the language, (3) Still need the development of Student Worksheet with more mortars and by other appropriate learning models national curriculum to Minister of Education.

RECOGNIZING

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