Research Article

The Development of a Student Worksheet on the Topic "Guten Tag" for Grade XI in the First Semester

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Abstract: This research was conducted at the Foreign Language Laboratory of the Faculty of Languages and Arts, Universitas Negeri Medan, with the aim of developing a student worksheet (LKPD) for learning the topic "Guten Tag" for Grade XI students in the first semester. The worksheet was designed based on the ADDIE development model, which consists of five phases: analysis, design, development, implementation, and evaluation. The data for this research were sourced from the textbook *Netzwerk Neu A1*, specifically from pages 8–17, which cover the subtopics: greetings and farewells, introducing oneself and others, and asking about and responding to well-being. The developed worksheet was evaluated by a content expert and a media expert. The content expert assigned a score of 87.5, which falls into the "good" category, while the media expert assigned a score of 92.8, categorized as "very good". The worksheet was also implemented and evaluated with a group of ten students from MAN 1 Medan, yielding an average score of 86.95, indicating it is "very suitable". These findings suggest that the worksheet is appropriate for supporting A1-level German language instruction and can serve as an alternative teaching material for enhancing vocabulary, grammar understanding, and communicative competence in contextually relevant situations.

Keywords: Student Worksheet (LKPD); German Language A1; Guten Tag; ADDIE Model

1. Introduction

Education plays a crucial role in shaping a nation's development. As the world enters the digital era, the mastery of foreign languages, including German, becomes increasingly important to support global communication and educational competitiveness. However, the process of teaching and learning German still faces numerous challenges, particularly in vocabulary acquisition, grammar comprehension, and the availability of engaging instructional materials.

To support effective learning, educational media must be aligned with students' needs. According to Zaini (2008:14), media are tools that can stimulate students' thoughts, feelings, attention, and interest in the learning process. Arsyad in Mutiah (2021) explains that media derive from the Latin word *medius*, meaning intermediary, and they function as channels that transmit messages in learning environments. This view is supported by Gerlach and Ely in Mutiah (2021), who define media as people, materials, or events that create conditions for students to acquire knowledge, skills, or attitudes.

In line with this, Trianto in Effendi et al. (2021) states that LKPD (Student Worksheets) serve as instructional guides to foster cognitive and practical skills, helping learners solve problems systematically. Prastowo in Pawestri (2020:904) adds that LKPD contains summaries, learning instructions, and tasks that refer directly to core competencies and learning objectives. Furthermore, Choo et al. in Effendi et al. (2021) view LKPD as a learning tool composed of structured questions and activities aimed at understanding complex ideas.

Observations during PLP 2 at MAN 1 Medan confirmed that many grade XI students found it difficult to understand the material in the "Guten Tag" topic using only the UKBM
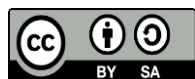
module. Most struggled with vocabulary and grammar, which hindered their ability to participate in German conversations and write basic expressions. These findings were supported by questionnaire data and teacher interviews.

The topic "Guten Tag," sourced from the *Netzwerk Neu A1* textbook, introduces key A1-level language functions such as greetings, introductions, and polite small talk. Unfortunately, students often experience difficulty understanding these basic elements due to a lack of engaging and contextualized materials.

Thus, this study aims to develop a Student Worksheet (LKPD) tailored to the "Guten Tag" topic for grade XI students. The ADDIE development model is employed to create an interactive, visually engaging, and pedagogically structured worksheet that meets curriculum standards and enhances student learning outcomes. The worksheet is designed to encourage independent learning, increase motivation, and support the teaching of German as a foreign language in senior high schools.

2. Theorical Review

The theoretical framework of this research is based on several conceptual foundations, discussing media development models, instructional media, and student worksheets (*LKPD*).

- Development Model

  This study employs the ADDIE development model, which includes five stages: *Analysis, Design, Development, Implementation, and Evaluation*. Developed by Dick and Carry, ADDIE is a student-centered, innovative model that supports structured instructional media development. It also forms the foundation for other models such as Dick & Carey and PADDIE.

- Instructional Media

  According to Arsyad in Mutiah (2021), media refers to intermediaries or message carriers, which can be either hardware or software. Gerlach and Ely explain that media include people, materials, or events that create learning conditions. Media aims to facilitate a more engaging and effective learning process.

- Student Worksheets (LKPD)

  LKPD are printed teaching materials consisting of sheets containing content, summaries, and activity instructions for students. According to Prastowo (in Pawestri, 2020), LKPD assists students in understanding material and encourages independent learning.

- Functions and Goals of LKPD

  LKPD functions as a learning guide that actively engages students and helps teachers deliver content more efficiently. Its goals include presenting learning material, providing practice tasks, and fostering students' independent learning abilities.

- Components and Elements of LKPD

  According to Andi Prastowo, LKPD should include eight key elements: title, basic competencies, time allocation, tools and materials, short information, work steps, assigned tasks, and reports. LKPD should also meet didactic, constructional, and technical requirements.

- Steps in Developing LKPD

  Steps include curriculum analysis, mapping LKPD needs, determining the title, and writing the LKPD. Writing involves formulating basic competencies, developing assessment instruments, preparing content and examples, and organizing the structure of the worksheet.

- Relevant Studies

  Several related studies are presented, including those by Wahyuni et al. (2020), Sutama et al. (2021), Angela et al. (2021), Leoma (2023), and Susilawati et al. (2023), which all apply the ADDIE model and focus on the development of student worksheets in various educational contexts.

3. Methode

This study employs a Research and Development (R&D) approach using descriptive qualitative methods. The development model used is the ADDIE model, which consists of five systematic stages: Analysis, Design, Development, Implementation, and Evaluation.

The ADDIE model, first introduced by Dick and Carey, is widely used in instructional design due to its structured, learner-centered, and adaptable nature. As explained by Wahyuni (2020), the ADDIE model stems from behaviorist learning theory and is intended to produce learning materials that are effective, efficient, and relevant to students' needs.

- Analysis

   In this initial stage, the researcher identified the learning needs of Grade XI students in mastering the topic *"Guten Tag"* in German language learning. Data were collected through field observations and interviews with German language teachers and students. The analysis focused on the obstacles students faced in understanding vocabulary and sentence structures, as well as the limitations of the existing learning media.

- Design

   This phase aimed to design a worksheet that met students' needs. The researcher formulated learning objectives, drafted the worksheet structure, designed the learning activities, and prepared the evaluation instruments. The LKPD was based on the topic "Guten Tag" from the *Netzwerk Neu A1* textbook, covering the subtopics: *Grüßen und verabschieden* (greetings and farewells), *sich und andere vorstellen* (introducing oneself and others), and *nach dem Befinden fragen und darauf reagieren* (asking about and responding to well-being).

- Development

   In this stage, the worksheet was developed based on the design created in the previous step. The worksheet was produced in both printed and interactive PDF formats, incorporating text, visuals, and structured exercises to encourage student engagement and independent learning. The layout and content were aligned with communicative and contextual teaching principles.

- Implementation

   The developed worksheet was implemented in a limited trial involving Grade XI students from MAN 1 Medan and a German language teacher. The implementation occurred in an actual classroom setting, guided by the teacher and observed by the researcher. Prior to the implementation, the teacher received instructions on how to use the worksheet, and the students were introduced to its structure and learning objectives.

- Evaluation

   The final stage involved evaluating the quality of the worksheet through expert validation. Both a subject matter expert and a media expert assessed the content, structure, layout, and usability of the worksheet. The results showed that the worksheet was rated in the "good" to "very good" category. Feedback from students and the teacher was also collected to inform potential improvements.

4. Results & Discussion

The development of a student worksheet (LKPD) on the topic "Guten Tag" was carried out through five stages following the ADDIE model, namely analysis, design, development, implementation, and evaluation. The resulting product was a printed and digital worksheet designed to assist Grade XI students in understanding basic German expressions, vocabulary, and grammar related to greetings, introductions, and asking or responding to well-being. The worksheet materials were adapted directly from the Netzwerk Neu A1 textbook, specifically from pages 8 to 17, and were structured to meet the learning objectives in the revised 2013 curriculum used at MAN 1 Medan. The LKPD was developed in both printed and interactive PDF format so that it could be accessed and used flexibly by teachers and students.

After the worksheet was fully developed, it underwent expert validation. The content expert, Indah Aini, S.Pd., M.A., assessed the LKPD based on aspects such as content ideas,

concept clarity, material relevance, and the use of instructional language. The worksheet received a score of 87.5, placing it in the "Good" category. Meanwhile, the media expert, Nathania Asyifa, S.Pd., evaluated visual design, layout, colors, clarity, and accessibility. From this assessment, the worksheet obtained a total score of 92.8, which was categorized as "Very Good." These results suggest that the worksheet is well-structured and visually effective, while also being pedagogically appropriate in its presentation and instructional content.

Following expert validation, the worksheet was tested on ten Grade XI students at MAN 1 Medan. The implementation took place in an actual classroom learning situation. Students were guided in using the worksheet and participated in interactive learning using the exercises provided. After the implementation, students were asked to complete a response questionnaire regarding the quality and usability of the worksheet. The students' responses showed a mean score of 86.95, which falls under the "Very Appropriate" category. In addition, feedback from the teacher during the implementation produced an evaluation result of 83.3%, placing it in the "Good" category.

Overall, the results indicate that the worksheet effectively supports the learning of German at the A1 level. It provides structured guidance, vocabulary practice, and contextual exercises that help students better understand the lesson material. The visual design, accessible format, and varied types of exercises were considered engaging and helpful by students. While some suggestions for improvement were noted such as enlarging font size and adjusting visuals they were incorporated into the revised version of the worksheet. The findings of this study are in line with the assertion of Fauziah et al. (2020), who stated that an effective student worksheet must guide learners through structured tasks, provide clarity of instruction, and enable independent and meaningful learning. Thus, the developed LKPD can serve as an alternative instructional tool to support student-centered and contextualized German language instruction in senior high schools.

5. Conclusion

This study concludes that the development of a student worksheet (LKPD) on the topic *"Guten Tag"* for Grade XI students is feasible and effective as a learning medium in A1-level German language instruction. Developed using the ADDIE model, the worksheet successfully addressed the challenges students faced in understanding basic vocabulary, grammar, and communicative expressions in German. Validation results from both content and media experts confirmed the quality of the product, with scores of 87.5 and 92.8 respectively, categorized as "Good" and "Very Good." The trial implementation in a real classroom context also demonstrated its practicality and relevance, as reflected by the student response score of 86.95 and a teacher evaluation score of 83.3%. These findings suggest that the LKPD is not only pedagogically sound but also well-received by both learners and instructors.

The significance of this work lies in its contribution to the development of contextual, student-centered learning resources for foreign language education at the secondary level. The worksheet supports independent learning and can be integrated easily into both face-to-face and digital classrooms. Moreover, the systematic approach used in the development process ensures that the product aligns with curriculum standards and learner needs. For future research, it is recommended to test the worksheet on a broader scale and to integrate multimedia features for more dynamic interaction. The development of such contextualized and validated teaching materials can help improve language learning outcomes and increase student motivation in foreign language acquisition.

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