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2023

1419

19

44

20

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Synthesis of silver nanoparticles from coffee parasite leaf extract (Scurrulla ferruginea (Roxb. ex Jack) Danser) and potential activity as an antioxidant and <u>anticancer</u> Pascasarjana Universitas Negeri Medan 🖣 Jurnal Pendidikan Kimia (JPKIM) Vol 16, No 1 <u>(2024): April 76 - 83</u> **1**<u>2024</u> **DOI:** 10.24114/jpkim.v16i1.54145 O Accred : Sinta 2

Optimization of the upgrading process of bio-oil from palm fronds: The effect of temperature, catalyst mass ratio, and reaction time

Pascasarjana Universitas Negeri Medan 🔰 🔊 Jurnal Pendidikan Kimia (JPKIM) Vol 16, No 1

(2024): April 23 - 29

DOI: 10.24114/jpkim.v16i1.52556 OAccred : Sinta 2 **a** 2024

Development of web-based media in instrument analysis college to improve student competence

Pascasarjana Universitas Negeri Medan Jurnal Pendidikan Kimia (JPKIM) Vol 16, No 1 (2024): April 70 - 75

**DOI:** 10.24114/jpkim.v16i1.50775 **a** 2024 O Accred : Sinta 2

The need analysis for computational chemistry based learning media atomic structure and chemical bonding basic chemistry courses

## Pascasarjana Universitas Negeri MedanJurnal Pendidikan Kimia (JPKIM) Vol 16, No 1(2024): April 30 - 352024DOI: 10.24114/jpkim.v16i1.56258Accred : Sinta 2

Development of test instruments to measure problem-solving and science literacy of grade XI students on ion equilibrium material in salt hydrolysis Pascasarjana Universitas Negeri Medan (2024): April 64 - 69

□ <u>2024</u> □ <u>DOI: 10.24114/jpkim.v16i1.55568</u> <u>O Accred : Sinta 2</u>

 Tapping into collaborative skills and learning achievement: The effect of

 implementing the common knowledge construction model equipped with podcasts

 on chemical bonds topic

 Pascasarjana Universitas Negeri Medan

 (2024): April 36 - 43

 2024

 Dol: 10.24114/jpkim.v16i1.54132

 CAccred : Sinta 2

### The quality of tinuktuk in the frozen temperature storage

Pascasarjana Universitas Negeri MedanJurnal Pendidikan Kimia (JPKIM) Vol 16, No 1(2024): April 57 - 632024POI: 10.24114/jpkim.v16i1.55861Accred : Sinta 2

A systematic review: How to implementation of problem solving model in chemistry <u>learning?</u> <u>Pascasarjana Universitas Negeri Medan</u> <u>(2024): April 44 - 49</u>

□ <u>2024</u> □ <u>DOI: 10.24114/jpkim.v16i1.54996</u> <u>O Accred : Sinta 2</u>

<u>Synthesis and characterization nitrogen-doped carbon dots from candlenut shells</u> <u>using hydrothermal and solvothermal methods</u>

Pascasarjana Universitas Negeri Medan 🔊 Jurnal Pendidikan Kimia (JPKIM) Vol 16, No 1 (2024): April 15 - 22

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Home > Archives > Vol 15, No 3 (2023)

Vol 15. No 3 (2023)

December

Home About Login Register

arch Current Archives

Announcements

**Table of Contents** Articles Self-efficacy assessment in chemistry learning: Development and validation using 170 - 175 confirmatory factor analysis DOI : 10.24114/jpkim.v15i3.48748 | Abstract views : 261 times mm Jajang Muhariyansah, Hari Sutrisno, Fajar Naqsyahbandi 176 - 181 Comparative assessment of human salivary a-amylase inhibitor from Indonesian herbs DOI : 10.24114/jpkim.v15i3.51153 | Abstract views : 448 times فانتشاشا Khomaini Hasan, Angga Himas Setyawan, Muhamad Abidin, Nurul Aida Fathya, Dewi Ratih Handayani, Desy Linasari, Saronom Silaban, Toto Subroto, Muhammad Yusul Development of ethnoscience-based student worksheets of redox reactions, volta cells, 182 - 190 and corrosion using liveworksheets DOI : 10.24114/jpkim.v15i3.51211 | Abstract views : 218 times Their entry minutes of our localities of the second Liana Vinca Rosea Cristy, Fransisca Ditawati Nur Pamenang The evaluation of biochemistry practicum based on several parameters of laboratory services in chemistry department Universitas Negeri Surabaya during the even 191 - 197 semester DOI : 10.24114/jpkim.v15i3.47646 | Abstract views : 172 times Mirwa Adiprahara Anggarani, Dzikra Nasyaya Mahfudhah, Soesilowati Soesilowati, Avissa Auryn Wijayanti, Syananda Zahra Fadila, Nuniek Herdyastuti, Muhammad Nurrohman Sidiq Practicum design for making bioplastics from uli banana peel (Musa paradisiaca S.) to 198 - 207 grow the character of the pancasila student profile in polymer chapter DOI : 10.24114/jpkim.v15i3.48864 | Abstract views : 188 times Alfandi Ahmad, Retno Aliyatul Fikroh Mental model of the influence of reactant properties on reaction rate DOI : 10.24114/jpkim.v15i3.50411 | Abstract views : 130 times 208 - 213 Iqlima Rahayu, Wiji Wiji, Galuh Yuliani, Tuszie Widhiyanti, Sri Mulyani Formulation and evaluation of liquid soap preparation of robusta green coffee extract (Coffea canephora) with virgin coconut oil (VCO) base as an antibacterial 214 - 220 Staphylococcus aureus DOI : 10.24114/jpkim.v15i3.50078 | Abstract views : 247 times Ing Mayfa Br Situmorang, Feronika Evma Rahayu, Opi Dwi Nurhayati Feasibility study of concentration of chemical and physical parameters in excavated 221 - 228 water coal mining as a cage fishing destination DOI : 10.24114/jpkim.v15i3.50939 | Abstract views : 126 times Saibun Sitorus, A. Khafifah Dwi Rachmat The antimicrobial study of white turmeric (Curcuma zedoaria) extracted using deep 229 - 234 euthectic solvent (DES) and ultrasonication DOI : 10.24114/jpkim.v15i3.49349 | Abstract views : 147 times Timotius Agung Soripada, Erny Tandanu, Refi Ikhtiari Development of a reaction rate of chemistry module through a scientific approach to 235 - 242 scienco DOI : 10.24114/jpkim.v15i3.49819 | Abstract views : 213 times Tiurlina Siregar Development of interactive teaching materials based on inquiry based learning models 243 - 252 based on the outcome-based education curriculum in analytical chemistry learning DOI: 10.24114/jpkim.v15i3.50780 | Abstract views: 95 times Anna Juniar, Siti Rahmah, Tua Paimaon Tambunan, Pravil M Tambunan



The effect of calcium oxide addition from feather clam shells on porosity and water adsorption geopolymer composite bricks DOI: 10.24114/jpkim.v15i3.50903 | Abstract views : 106 times Nurfajriani Nurfajriani, Yohansen Wahyudi

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253 - 258

Synthesis of silver nanoparticles as a reagent for colorimetric detections of creatinine DOI : 10.24114/jpkim.v15i3.51216   Abstract views : 156 times Yusnaidar Yusnaidar, Martina Asti Rahayu, Yolanda Wulandari	grammarly
Formulation and antibacterial activity of frankincense sap extract deodorant spray       266 - 272         (Styrax benzoin)       DOI : 10.24114/jpkim.v15i3.49009   Abstract views : 194 times         Nora Susanti, Jamalum Purba, M Nizam, Cindy Agnesia, Astri Devi Br Pakpahan	VISITORS COUNTER
Define       Preparing of chemical bonding learning media based android using smart apps creator       273 - 280         Program       DOI : 10.24114/jpkim.v15i3.51492   Abstract views : 152 times       Ramlan Silaban, Osi Annauli Br Girsang, Roselva Theresia Manalu, Marham Sitorus, Simson Tarigan, Irving Josafat Alexander       273 - 280	3,365 89 2,972 85 1,231 69 1,092 69 482 58 376 56 218 55
Development of project-based interactive e-modules in accordance with the IQF       281 - 291         Integrated curriculum concept in learning organic chemical reactions to improve student chemistry learning outcomes       DOI : 10.24114/jpkim.v153.47366   Abstract views : 135 times         Bajoka Nainggolan, Anna Juniar, Ramlan Silaban       Bajoka Nainggolan, Anna Juniar, Ramlan Silaban	200     22       184     48       169     48       157     44       148     42       141     39       126     39       175     FLAG counter
	00353474

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**Research Article** 

### Development of ethnoscience-based student worksheets of redox reactions, volta cells, and corrosion using liveworksheets

#### Liana Vinca Rosea Cristy and Fransisca Ditawati Nur Pamenang

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Citation: Cristy, L.V.R., & Pamenang, F.D.N. (2023). Development of ethnoscience-based student worksheets of redox reactions, volta cells, and corrosion using liveworksheets. Jurnal Pendidikan Kimia (JPKIM), 15(3), 182–190. https://doi.org/10.24114/jpkim.v15i3.51211

Keywords	Abstract
Corrosion	Learning about ethnoscience can help students better understand chemistry because it
Ethnoscience	connects to their daily experiences. However, students often struggle with redox and
Redox reaction	electrochemical concepts due to a lack of appropriate learning materials and difficulty
Students' worksheets	grasping these ideas. This research aims to achieve the following objectives: (1) develop
Voltaic cell	ethnoscience-based student worksheets on redox reactions, Volta cells, and corrosion using Liveworksheets, following the 4D development model modified to 3D; (2) create ethnoscience-based student worksheets on these topics that are valid, effective, and practical.
Corresponding author:	The research employed validation sheets and questionnaires as instruments, with a sample
E-mail: fransiscadita@usd.ac.id	of six students from the 12 <sup>th</sup> grade. Data was analyzed descriptively. The results indicate that
(Fransisca Ditawati Nur Pamenang)	(1) the modified 4D development model was suitable for creating the student worksheets due to its systematic stages and adaptability to researchers' needs; (2) both the media and material showed high validity percentages, averaging 88% and 89%, respectively. The worksheets were considered quite effective with an average percentage of 66% and practical
<b>O</b> penAcces	with an average percentage of 78%. Overall, the developed product can be effectively used to teach redox reactions, voltaic cells, and corrosion in chemistry using Liveworksheets.

#### Introduction

The rapid advancement of technology is expected to have a significant impact on developments in various fields, especially education. In the 21st century, education is tasked with preparing future generations equipped with both strong hard skills and soft skills to play a crucial role in the era of globalization. In Indonesia, education follows the 2013 curriculum, which aims to cultivate a productive, creative, innovative, and affective generation (Dalle et al. 2021). Therefore, the expected learning must be ideal, effective, and meaningful for students.

One of the approaches employed in the 2013 curriculum is the contextual approach, which integrates learning materials with real-life situations, enabling students to connect their knowledge with their daily lives (Komalasari, 2017). Integrating education with the local culture is intended to enrich students' understanding of concepts. Engaging in ethnoscience learning positively impacts learning outcomes and cultivates proficiency in science literacy skills (Mahyuny et al. 2022). Ethnoscience learning is closely related to everyday life, allowing students to easily grasp concepts because they are directly engaged with real-life experiences. This aligns with research conducted by Martawijaya et al. (2023), which demonstrates an increase in higher-order thinking skills and decrease in misconceptions on several topics related to students' activities.

Chemical topics such as oxidation-reduction reactions (redox) and electrochemistry are part of the curriculum for class XII, 2nd semester, and are known to be relatively challenging to understand (Rahayu et al. 2011). Research by Tonapa & Pamenang (2022), identified problems encountered by students when learning about redox and electrochemical materials. These issues are because of the lack of suitable teaching modules that can help students distinguish between oxidation reactions, reduction reactions, oxidizing agents, and



reducing agents. Another study conducted by Gyamfi & Ampiah (2019), revealed that students encountered challenges in grasping conceptual aspects, including alternative conceptions and issues related to understanding oxidizing agents through the combined concepts of oxidation and ionic charge. Additionally, Suryati et al. (2022) pointed out that the abstract nature of electron exchange in redox and electrochemical reactions, which cannot be directly observed, adds to the difficulties faced by students in comprehending these materials. To address these challenges, effective teaching materials are essential.

Teaching materials serve the purpose of facilitating the delivery of content by educators. One such valuable teaching tool is students' worksheets, which provide exercises and assignments to help students understand the material better. The primary goal of students' worksheets is to offer students opportunities to develop their skills and critical thinking abilities (Sarita et al. 2020). Traditionally, students' worksheets have been presented in printed form, but this method is less effective and interactive (Nurbayani et al. 2021). Rahayu et al. (2011) emphasized the importance of engaging and innovative teaching materials to boost student motivation and create an enjoyable learning experience. To make students' worksheets more interactive, technology can be utilized. One such technology is the Liveworksheets application, which can transform printed worksheets into interactive digital exercises that students can complete online. With this application, students can submit their answers directly to the teacher and receive immediate feedback. The use of Liveworksheets is not only motivating for students but also environmentally friendly, as it reduces paper usage (Liveworksheet, 2023). Accessing the Liveworksheets application is simple, requiring only the creation of a teacher or student account. Furthermore, teachers have the flexibility to choose from various question types, including drop-down menus, multiple choice, check boxes, joint with an arrow, drag and drop, and listening-speaking exercises (Hazlita, 2021). Recent research conducted by Suparwati et al. (2023) demonstrated that interactive students' worksheets combined with STEM-based Liveworksheets enriched with ethnoscience content can effectively enhance students' comprehension of chemistry concepts, particularly regarding reaction rate materials. Ethnoscience-Based Student Worksheets developed by researchers are designed to relate chemistry concepts to students' everyday experiences. These student worksheets are adapted to materials such as redox reactions, Voltaic cells, and corrosion. These materials are common chemical phenomena in daily life. According to Rumadan et al. (2023), by using ethnoscience-based worksheets, students can better relate to and understand these topics, making learning more engaging and relevant. Liveworksheets is a digital learning platform that allows students and teachers to interact with a variety of learning materials. Liveworksheets allows students to access these worksheets digitally, making learning more interactive and flexible (Ghaisani and Setyasto, 2023). In today's digital age, it is essential to adapt to new technologies and teaching methods. Using Liveworksheets enables students to access educational content remotely, which has become particularly important in the face of changing learning environments. Through the integration of these two tools, students can better understand chemistry concepts by connecting them to their everyday experiences, while leveraging digital technology for more engaging learning. This is expected to help increase the effectiveness of chemistry learning.

#### Method

The research methodology employed in this study is Research and Development (R&D). The research design used for the development of Ethnoscience-Based Learner Worksheets on Redox Reactions, Voltaic Cells, and Corrosion, using Liveworksheets, is based on the 4D model modified to 3D, which consists of three stages: Define, Design, and Develop (Thiagarajan et al. 1974). The sample for this research consists of students in the 12<sup>th</sup>-grade science class at El Shadai High School. The sampling technique employed was purposive sampling, as defined by Cohen et al. (2007), which involves selecting participants based on specific criteria. In this study, the sample was chosen based on the teacher's discretion, totaling six participants. The research instruments used in this study included validation sheets and questionnaires. Data analysis was conducted using descriptive analysis to analyze validation results, and responses, and assess the readability of the product.

#### **Results and Discussion**

The research focused on the development of ethnoscience-based student worksheets covering chemical topics such as redox reactions, Volta cells, and corrosion, utilizing Liveworksheets. This research employed the 4D model by Thiagarajan et al. (1974), which was subsequently modified into a 3D model. The 3D model JURNAL PENDIDIKAN KIMIA (JPKIM) 183

encompasses the stages of define, design, and develop, all crucial for creating a high-quality product. The choice of the 4D modified 3D development model was made due to its systematic nature, which allows for easy adaptation to researchers' specific needs. This adaptation not only saves valuable research time but also enables the execution of small-scale trials. This approach aligns with the research conducted by Halimah et al. (2020), where they also opted for a 3D development model due to time constraints. Similarly, Masdar and Lestari (2022) conducted research that employed a 3D development model to conserve researchers' time, energy, and finances. The outcome of this approach was student worksheets that were well-suited for use in the classroom. Below, we present an explanation of the results obtained at each stage of the analysis.

#### Define Stage

The initial analysis stage addresses the primary issues in chemistry learning, which form the foundation of this research. During this stage, the researcher conducted a comprehensive literature review to identify prevalent problems in high school chemistry education. The findings from the literature review revealed several issues, including the blending of content representation levels, commonly referred to as macroscopic, submicroscopic, and symbolic. This blending occurs without adequate explanation or emphasis, with a tendency to prioritize the macroscopic and symbolic levels, neglecting the submicroscopic level (Bandriet and Bretz, 2014). The next stage is students' analysis. In this stage, a student analysis was carried out to assess students' characteristics through product design and development. Student characteristics were derived from their academic performance and interactions with the teacher. These assessments provided insights into students' proficiency in chemical topics, specifically redox reactions, Volta cells, and corrosion. These assessments served as the foundation for the development of ethnoscience-based student worksheets.



Fig.-1. Ethnoscience content

The concept analysis stage focuses on the key concepts that will be integrated into the teaching materials. In developing these student worksheets, the topics covered include redox reactions and electrochemistry, with a specific focus on subtopics related to redox reactions, Volta cells, and corrosion. The steps involved in this stage include identifying essential competencies and learning objectives related to these topics, selecting ethnoscience content relevant to the subject matter, and organizing learning activities in the form of items that will be included in the student worksheets.

To align with the learning objectives, local wisdom content is incorporated into the materials. Examples of local wisdom include 'nginang,' 'keris,' and 'jamasan keris.' Nginang' is a cultural practice among elderly women, involving the chewing of betel leaves, lime, and gambier leaves until they become soft and are then spat out (Sundari, 2017). 'Keris' refers to a distinctive asymmetrical dagger from Indonesia, considered both a weapon and a spiritual object, believed to possess magical properties (Kemdikbud, 2005). 'Jamasan Keris' is a tradition involving the care and appreciation of keris heirlooms passed down by ancestors to their successors (Khairunnisa, 2019). The ethnoscience content is presented in Fig.-1. A detailed description of basic competencies, learning objectives, and ethnoscience content is presented in Table 1.

Basic	c Competencies (BC)	Learnir	ng Objectives (LO)	Ethnoscie	ence Content
3.3	Balance the chemical	3.3.1.1	Students can determine the oxidation	3.3.1.1.1	'Nginang' tradition
	equations for redox		number of each element	3.3.1.1.2	Fermented cassava
	reactions and predict	3.3.2.1	Students can determine the oxidizing	3.3.2.1.1	'Nginang' tradition
	the reactions that can occur based on		and reducing agents based on oxidation changes that occur	3.3.2.1.2	Fermented cassava
	electrode potentials	3.3.3.1	Students can explain the meaning of redox reactions	3.3.3.1.1	Fermented cassava
		3.3.4.1	Students can balance redox reaction	3.3.4.1.1	'Keris' rusting
			equations using the half-reaction	3.3.4.1.2	Utilization of water
			method and oxidation states		hyacinth as a
					traditional medicine for
					mumps
3.4	Analyze the processes that occur and	3.4.1.1	Students can identify the reactions that occur in Voltaic cells	3.4.1.1.1	'Keris' rusting
	perform calculations of substances or	3.4.2.1	Students can calculate the cell potential value based on standard potential	3.4.2.1.1	'Keris' rusting
	electricity involved in	3.4.3.1	Students can determine Voltaic cell	3.4.3.1.1	'Keris' rusting
	application in life		liotation		
3.5	Analyze the factors that influence the	3.5.1.1	Students can identify the factors that cause corrosion	3.5.1.1.1	'Jamasan keris' tradition
	occurrence of	3.5.2.1	Students can explain how to prevent	3.5.2.1.1	'Jamasan keris'
	corrosion and how to overcome them		corrosion		tradition

Table 1. Basic competencies, learning objectives, and local wisdom content

#### Design Stage

This stage is undertaken to create ethnoscience-based student worksheets focusing on the chemical topics of redox reactions. The development of the product addressing the subjects of redox reaction chemistry, Volta cells, and corrosion involves the utilization of various media applications, including CapCut, Canva, Google Forms, and Liveworksheets. The initial step entails compiling the materials using the Canva application, which are subsequently uploaded to the Liveworksheets platform. This material preparation is divided into three distinct sections: redox reaction content, Volta cell content, and corrosion content.



Fig.-2. The student's worksheet design

The subsequent step involves creating a video on the local wisdom of cassava tape fermentation. The video's content showcases the cassava tape-making process through fermentation. Additionally, provision is made for students to upload responses to descriptive questions that require lengthy, handwritten answers. For this purpose, Google Forms serves as the medium for students to upload images of their responses. The final step encompasses the layout design of the student worksheets using the Canva application. After the initial

preparation, the student worksheets are further refined and developed using the Liveworksheets application until they are finalized.

The format used for developing these student worksheets is based on the modified student worksheets format. This format includes the title, instructions for use, Basic Competencies (BC), Learning Objectives (LO), brief material, ethnoscience content, and tasks for students to complete. This format was also employed in research conducted by Fitriani et al. (2016), where they developed student worksheets on buffer solution material, comprising titles, BC, LO, brief material, and questions. The student worksheet design is presented in Fig.-2.

#### Develop Stage

During the development stage, two crucial steps are undertaken: expert assessment and product trials. In the first step, product validation and testing are conducted, which are vital to determine the product's feasibility (Sugiyono, 2013). This stage involves the evaluation of the developed student worksheet products to assess their suitability. Expert assessments and trials have been carried out to validate the student worksheets. Validation was conducted by two lecturers in Chemistry Education at Universitas Sanata Dharma and one chemistry teacher. The validation process covered material, media, and also the assessment of items, and questionnaire sheets to evaluate product readability.

Assessment of Product	Assessment Aspects	Score	Average	Category	
Quality/student Response		020/			
	Cover design	92%			
Media Expert	Content design	91%	88%	Valid	
	Illustration	82%			
	Content eligibility	94%			
Material Expert	Presentation feasibility	86%	89%	Valid	
	Language feasibility	88%			
	Display	76%		Oneita	
Student	Content	79%	78%	Quite	
	Language	77%		Fractical	

Table 2. Score of assessment quality and student response

The second step involves product trials with six students from El Shadai Magelang High School. According to Wulandari and Syafri (2021), these trials aim to gauge students' responses to the developed student worksheet products. When developing educational materials, it is essential to meet specific criteria, including validity, effectiveness, and practicality (Akker et al. 1999). A product can be considered valid if it receives positive assessments from validators across various aspects. Effectiveness can be determined by analyzing student responses when they use the product, while practicality can be evaluated through questionnaires completed by students after using the product.

The aspects evaluated during the media product validation process included cover design, content design, and content illustration. A summary of the results of the media and material on product validation is presented in Table 2. According to the validation results, the cover design aspect achieved an average score of 92%, placing it in the valid category. Similarly, the content design aspect received an average score of 91%, classifying it as valid. The content illustration aspect received an average score of 82%, which also falls within the valid category. Consequently, the overall validation results for the media aspect categorize it as valid, with an average score of 88%. The next step involves revising the product based on feedback from the validators. Following these revisions, the product can proceed to testing with students.

The aspects assessed in material product validation include content, presentation, and language feasibility. According to the validation results, the content feasibility aspect achieved an average score of 94%, placing it in the valid category. Similarly, the presentation feasibility aspect received an average score of 94%, also classifying it as valid. The language feasibility aspect obtained an average score of 82%, which was also considered valid. Consequently, the overall validation results for the material aspect categorize it as valid, with an average score of 89%.

The next step is to revise the product based on feedback from the validator. There are specific comments from the validator regarding the material that requires revision. Once the necessary revisions are made, the

product can proceed to testing with students. For material product validation, the assessment is conducted by considering aspects such as content feasibility, presentation feasibility, and language feasibility (Sugiyono, 2013). The analysis of all these aspects resulted in an average percentage of 89%. According to Riduwan (2008), products with a percentage within the range of 80 - 100% are deemed valid. Consequently, ethnoscience-based student worksheets are declared valid in terms of both media and material, making them suitable for use in learning.

Following the validation and revision of the product, the next stage involves conducting a trial test. This phase aims to assess the practicality and effectiveness of the developed products. The product was tested on a limited scale with students from the twelfth-grade science class at El Shadai Magelang High School, involving a total of 6 students. The selection of these 6 participants was based on a purposive sampling technique, relying on teacher recommendations. Among these learners, there were 4 males and 2 females, each selected based on teacher recommendations and with varying levels of academic achievement.

The level of practicality of ethnoscience-based students' worksheets, developed using the Liveworksheets application, was assessed based on students' responses to the product readability questionnaire. The questionnaire analysis encompassed several aspects, including the appearance, content, and language of the students' worksheets (Hafifah et al. 2020). The analysis yielded an average percentage of 78%. In line with Riduwan (2008), products within the range of 60% to 80% are considered quite practical. Therefore, ethnoscience-based students' worksheets are categorized as quite practical.

Based on the analysis results, the aspect related to the students' worksheets display obtained an average score of 76%, categorizing it as practical enough. Similarly, the content aspect of the students' worksheets received an average score of 79%, also classifying it as practical enough. The language aspect obtained an average score of 77%, falling into the practical enough category as well. Consequently, the results of the analysis of the product readability questionnaire sheet categorize the product as quite practical, with an overall average aspect score of 78%. The results of students' answers are obtained after students have completed the students' worksheets. A summary of the analysis of students' answers is presented in Table 3.

Table 3. Results of analyzing students' answers			
Learner Code	Final Score (%)	Category	
A1	58	Fair	
A2	45	Fair	
A3	68	High	
A4	65	High	
A5	85	Very high	
A6	75	High	
Average	66	High	

The results for code A1 students show a percentage of 58%, categorized as sufficient. For code A2 learners, the percentage of answers is 45%, also categorized as sufficient. Code A3 learners achieved a final score categorized as high with a percentage of 68%. Code A4 learners recorded a percentage of answers at 65%, placing them in the high category. Code A5 learners achieved a very high final score with a percentage of 85%. Code A4 learners also achieved a high category with a percentage of 75%.

The effectiveness of ethnoscience-based students' worksheets is determined by the average percentage of students' scores on each question item. As shown in Table 4, question items 1-5, covering the ethnoscience content of the Nginang tradition, achieved an average of 83%, classified as effective. Similarly, question items 6-9, related to the ethnoscience content of cassava tape fermentation, achieved an average of 90%, also classified as effective. However, item number 10, focusing on the local wisdom of rusting on 'keris', obtained an average of 37% and is categorized as less effective. Likewise, question item number 11, dealing with ethnoscience traditional medicine for goiter, falls into the ineffective category due to an average result of 33%. Furthermore, question items 12-14, related to the ethnoscience of rusting on the kris, scored an average of 82%, classifying them as effective. Finally, item number 15, featuring the wisdom of the Keris Jamasan tradition, achieved an average of 82%, also classified as effective. The overall average, based on the analysis of students' answers, categorizes the product as quite effective, with a score of 66%. The questions answered by students have undergone validation by validators in terms of material, construction, and language (Retnawati, 2016). After testing these questions with students and analyzing their answers, the overall average was found to be 66%.

According to Riduwan (2008), products within the range of 60% to 80% are considered quite effective, hence the categorization of ethnoscience-based students' worksheets is quite effective.

Further item analysis revealed that students faced difficulties in answering question items 4, 10, and 11. This is evident from the low percentages for these items: item 4 scored 33%, item 10 achieved 37%, and item 11 received a 33% score. Item number 4 relates to BC 3.3, which concerns balancing chemical equations of redox reactions and predicting reactions based on electrode potential, and LO 3.3.2, which involves distinguishing oxidizers and reducers based on oxidation number changes. Similarly, items 10 and 11 fall under BC 3.3, focusing on balancing chemical equations of redox reactions and predicting reactions based on electrode potential, and LO 3.3.4, which centers on balancing redox reactions using the oxidation number change method and half-reactions. These findings suggest the need for further in-depth teaching on these topics.

Table 4. Percentage average for each ethnoscience content				
Ethnoscience content	Item test	Average	Category	
	1			
	2			
'Nginang' tradition	3	83%	Effective	
	4			
	5			
	6			
There are the difference of the second	7	00%	THE	
Fermented cassava	8	90%	Effective	
	9			
'Keris' rusting	10	37%	Ineffective	
Traditional medicine for mumps	11	33%	Ineffective	
	12			
'Keris' rusting	13	82%	Effective	
	14			
'Jamasan Keris' tradition	15	82%	Effective	

In this study, the sample comprised students with varying ability levels. The results of students' work on questions produced categories ranging from sufficient to very high, reflecting the diverse abilities of students. This variation aligns with the students' academic achievements as recorded by their teachers. For instance, students who achieved the highest score of 82 also attained the highest score of 85 when using ethnoscience-based students' worksheets. Conversely, students with the lowest class score of 62 likewise scored the lowest, achieving a score of 45 when using ethnoscience-based students' worksheets. This demonstrates the relevance of the developed students' worksheets to students' abilities.

The questionnaire results indicate that students who have used the students' worksheets are quite satisfied. Learners find the developed students' worksheets interesting and appreciate the ethnoscience content contained within them, as indicated by their agreement with the questionnaire responses. These findings align with research conducted by Anugrah (2021), which focused on the students' perspectives on chemistry-embedded STEM learning. Students showed a positive attitude towards the possibility of implementing STEM learning in high school chemistry.

Furthermore, the questionnaire results reveal that students feel assisted in understanding the material due to the inclusion of ethnoscience content in the students' worksheets. This is consistent with research conducted by Salamiyah et al. (2023) which found that students' worksheets with ethnoscience content can enhance students' understanding. Additionally, research conducted by Andayani et al. (2023) suggests that students' comprehension of ethnoscience-based students' worksheets falls within the good criteria.

#### Conclusion

The student worksheets which are based on ethnoscience and focus on chemistry topics such as redox reactions, Volta cells, and corrosion, were developed using a modified 4D model. It is valid, effective, and practical based on the research. The product's media validation score is 88%, material validation is 89%, and it's considered quite effective with a 66% score for student answers. In terms of practicality, it scored 78% in a student

readability questionnaire, also classified as quite practical. In summary, the product created is a valuable tool for teaching students about redox reactions, voltaic cells, and corrosion through the use of Liveworksheets.

#### **Conflict of Interests**

The authors declare that there is no conflict of interest in this research and manuscript.

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