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The Importance of Using E-LKPD In Indonesian Language Learning

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Abstract

This research was conducted to find out the importance of using E-LKPD in learning Indonesian. This research was conducted using a qualitative approach, namely describing and elaborating information related to the importance of using the E-LKPD in learning Indonesian. The data collection technique in this study was library research, namely collecting data related to research variables, namely LKPD and Indonesian language learning obtained from books, scientific articles, proceedings, websites and other reliable literary sources. The results of this study are that the use of E-LKPD in learning Indonesian is very important. This is seen from analyzes of the needs of E-LKPD in schools. Some of the things that cause the use of E-LKPD are needed in learning Indonesian are the lack of student interest in learning, the need for teaching materials that are still lacking, especially in text-based learning, the lack of teaching materials for use in distance learning, and the need for teaching materials in accordance with the demands of the curriculum and technological progress is still lacking. In addition, from studies related to the development of E-LKPD it can also be seen that the E-LKPD resulting from this development is valid and practical to use. Thus, it can be concluded that the use of E-LKPD is very important in learning Indonesian.

Keywords: *E-LKPD, Indonesian language learning, technology*

Introduction

Technological developments that are increasingly developing and advanced can have an impact on human life. Many aspects are influenced by technological advances. One aspect that is influenced by technological advances is the aspect of education. Education as the most important factor in the development of a nation is certainly useful for developing and improving the quality of human life. As an aspect that has an important role and great influence on almost all existing aspects, education is required to be able to adapt to technological developments and advances. It aims so that everything in the world of education is not left behind.

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Development and improvement of education can be done by improving the learning process in schools or formal educational institutions. The learning process is a process of communication between students and learners in the teaching and learning process or PBM which is carried out in a formal educational environment such as a school (Kustiono, 2010, as quoted in Moto, 2019, p. 23). The learning process in schools must follow the development of the 21st century which has sophisticated technology and the development of the curriculum used. Learning at school does not have to be done using writing tools such as blackboards, markers, and so on. Currently, learning equipment and tools are in digital form which can streamline the learning process.

Curriculum changes also affect the direction of the educational path, which was previously teacher-centered but is now student-centered. Student-centered learning conditions or student-centered learning require teachers to create a fun and not monotonous learning atmosphere. According to (Widaningsih, 2019, p. 18) the teacher has an important role because the existence of the teacher determines the success of a lesson. That way, according to the demands of the current curriculum, the teacher has a role in directing and becoming a facilitator in the learning process. One of them, the teacher will provide facilities in the form of teaching materials that can support the learning process so that it can run well.

Teaching materials are a collection of materials arranged systematically in order to achieve a good learning environment for students. In general, it can be seen that teaching materials include several things, namely knowledge, skills and attitudes learned by students in order to achieve predetermined competency standards (Darmadi, 2009 as quoted in Widaningsih, 2019, p. 18). According to (Aisyah, 2020; Zahrotissa'adah & Sulistyowati, 2021, as quoted in Wardani & Suniasih, 2022, p. 174) describes that one of the functions of teaching materials is as a tool to achieve learning outcomes that are in accordance with the indicators and competencies in the syllabus. One of the teaching materials used by teachers to support the learning process is student worksheets or LKPD. In accordance with the demands of technological advances that continue to develop according to the times (Suryaningsih & Nurlita, 2021) requires all aspects contained in the learning process including student worksheets or LKPD, to be a necessity and provided by the teacher in digital form. Student worksheets provided in digital form are electronic student worksheets or called E-LKPD. E-LKPD is one of the teaching materials most needed by teachers, especially in the online learning process (Syafitri & Tressyalina, 2020, p. 284).

All subjects studied at school can use existing technology in the 21st century, including learning Indonesian. Indonesian language learning is literacy learning for various purposes of communicating in the Indonesian socio-cultural context (Kurka, 2022). However, learning Indonesian has the biggest problem, namely the lack of creativity in the methods and teaching materials used in the learning process (Kambar & Lestari, 2019). Much research has been done on E-LKPD, such as research (Suryaningsih & Nurlita, 2021, p. 1264) which states that the use of innovative E-LKPD is very important in the 21st century learning process based on the need for teaching materials, reasons for boredom, and technological developments. In addition, research (Ramadani & Tressyalina, 2022, p. 1396) states that E-LKPD based on local wisdom needs to be developed in learning saga texts, because it can increase students' interest in learning. Other research related to the development of teaching materials in the form of E-LKPD is very much carried out, such as research (Lestari, 2022; Puteri, 2021; Sari,

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Nurhayati & Soetopo, 2017; Syafitri & Tressyalina, 2020, p. 284) which describes the use of E-LKPD in the learning process.

Based on the studies above, it can be seen that the use of E-LKPD is needed in the 21st century learning process. However, in learning Indonesian, no studies have been found regarding how to use E-LKPD in learning Indonesian. In this way, researchers feel the need to describe the importance of using E-LKPD in learning Indonesian by analyzing several studies related to E-LKPD, and learning Indonesian, especially the development of E-LKPD in learning Indonesian. Thus, this research can be formulated, namely how important is the use of E-LKPD in learning Indonesian? The purpose of this study is to describe how important it is to use E-LKPD in learning Indonesian. The benefit of this research is to provide information to readers on how to analyze the importance of using E-LKPD in learning Indonesian.

Method

This study uses a qualitative research method, namely a research method that describes and describes the importance of using E-LKPD in learning Indonesian. The way the researcher describes and describes the data is by describing it through the opinions of experts. That way, this qualitative approach can provide comprehensive facts regarding the importance of using E-LKPD in learning Indonesian.

The data collection technique in this study was library research (Library Research). Literature study is an activity carried out to collect data related to research originating from scientific journals, books, and other literature. This study will analyze the use of E-LKPD in Indonesian language learning through previous research related to research variables, namely E-LKPD, and Indonesian language learning. Research related to the needs of E-LKPD and development of E-LKPD in learning Indonesian. This research is an instrument of data collection, so researchers do not only collect data and information but researchers also need tools such as tables to facilitate the presentation of data which will then be analyzed.

Results And Discussion
Results
Research related to the need for the use and development of E-LKPD as teaching materials in learning Indonesian.

Table 1. The Need for Using E-LKPD

No.	Need Indicator	Learning	Reference
1.	There is no E-LKPD that is in accordance with face-to-face or non-face-to-face learning with the independent curriculum.	E-LKPD based on local wisdom in exposition text learning	(Tressyalina, Noveria, Arief, Wulandari, &Ramadani, 2023, p. 25)
2.	E-LKPD as one of the teaching materials to increase students' interest in learning saga texts.	E-LKPD based on local wisdom in learning saga texts	(Ramadani&Tressyalina, 2022, p. 1396)
3.	Lack of appropriate teaching materials for learning descriptive texts	E-LKPD contextual teaching and learning in learning descriptive	(Syafitri&Tressyalina, 2020, page, 284)

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| that are carried out online. | text |
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Based on data in table 1, text-based learning in learning Indonesian still lacks teaching materials that are appropriate and in accordance with curriculum needs. In the results of interviews from the research of Tressyalina, Noveria, Arief, Wulandari, & Ramadani, 2023, p. 29) explains that E-LKPD is not yet owned by Indonesian language subject teachers, especially in exposition text material. Whereas in the independent curriculum, exposition texts are included in the texts studied in learning Indonesian at school. In this study it was explained that the number of E-LKPD used by teachers was still limited. The LKPD content design used by teachers in schools has not been able to increase student enthusiasm because it is only in the form of material summaries and practice questions (Urwani, et al, 2018 as cited in Tressyalina, Noveria, Arief, Wulandari, & Ramadani, 2023, p. 29). LKPD content design that is not innovative can indeed cause boredom in students. Moreover, coupled with the models and teaching materials used, teaching materials are still in the form of sheets of material collections and questions.

In addition, research (Ramadani & Tressyalina, 2022, p. 1396) also describes that E-LKPD is needed in learning saga texts in order to increase students' interest in learning Indonesian, especially saga texts. Teaching materials in the form of E-LKPD based on contextual teaching and learning provide convenience and help improve skills in writing descriptive text (Syafitri & Tressyalina, 2020, p. 284). The lack of teaching materials in learning Indonesian, especially learning descriptive text, also shows that E-LKPD is needed.

Teaching materials in the form of E-LKPD in the Indonesian language learning process are in accordance with curriculum needs, the needs of teaching materials and the objectives of learning Indonesian itself, including, E-LKPD contextual teaching and learning in learning descriptive text (Syafitri & Tressyalina, 2020, p., 284) which aims to meet school needs in online learning of descriptive texts, E-LKPD based on local wisdom in learning saga texts as one of the teaching materials to increase students' interest in learning saga texts (Ramadani&Tressyalina, 2022, p. 1396), E-LKPD based on local wisdom in learning exposition texts for the need for teaching materials that are in accordance with face-to-face or non-face-to-face learning with an independent curriculum (Tressyalina, Noveria, Arief, Wulandari, &Ramadani, 2023, p. 25).

Based on the opinion (Kosasih, 2021, p. 2) teaching materials including LKPD have a function that shows their existence, namely being able to save time, the teacher becomes more focused on being a facilitator, a source of student learning assessment, learning becomes effective, and as a learning guide. Meanwhile, in this study it was stated that the E-LKPD in schools was not in accordance with the curriculum requirements and the needs of current students' interests so that learning Indonesian that was carried out could be categorized as ineffective. The limited teaching materials in the form of E-LKPD which facilitate students in learning Indonesian both to add experience, knowledge, implement skills, and support students' ability to solve problems or become problem solvers, that's why it is necessary to develop teaching materials in the form of electronic worksheets learners.

A lot of E-LKPD development has been carried out such as research (Sari, Nurhayati & Soetopo, p.84) the development of local culture-based short story text E-LKPD is feasible for testing, and based on the results of one-to-one and small group trials the E-LKPD is practical used by students. This was concluded from the results of field

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trials by researchers through the pretest and post test which showed that the average value of students' short story writing results had increased, which was originally 27.87 to 50.93. This figure shows a considerable difference, the post value a higher test than the pretest shows that the E-LKPD teaching materials for short story texts based on local culture are valid and practical.

In addition to the research above, research (Lestari, 2022, p. 77) on the development of an E-LKPD based on Flip PDF Professional in learning to write explanatory texts for class XI IPS at SMA YPI Tunas Bangsa Palembang also explains that the E-LKPD product in this research has validated by three experts showed the results that from the feasibility aspect of the material, media and language were categorized as very valid. This is based on the validation results which show a value of 91 and with a percentage of 91% on the eligibility aspects of the material, media, and language of the Flip PDF Professional-based E-LKPD development product in learning to write explanatory texts for class XI IPS at SMA YPI Tunas Bangsa Palembang.

Other research related to the development of the E-LKPD was also carried out (Puteri, 2021, p. 34) which also showed that the product results from developing the E-LKPD for learning to write procedural texts based on CTL class VII junior high school were valid and practical. Based on the two data in the study, namely qualitative data and quantitative data. The results of research related to the validity of the E-LKPD product are 84.20% and the practical value of the E-LKPD development product for teachers is 93.22% and students are 85.00% with these figures it can be concluded that the E-LKPD development product LKPD for learning to write procedural texts based on CTL for class VII junior high school is considered valid and practical to use.

Of the three research results, there are two studies whose products from the development of E-LKPD (Puteri, 2021, p. 34; Sari, Nurhayati & Soetopo, p.84) are valid and practically used. (Lestari, 2022, p. 77) These two studies show that the use of E-LKPD in learning Indonesian, especially in terms of text writing skills, E-LKPD that has been developed, revised and tested can have a potential effect on improving writing skills. Meanwhile, research (Lestari, 2022, p. 77) has not shown that the product from the development of the E-LKPD is practical to use or not because it has just received a validation category for the feasibility of the material, media and language used.

E-LKPD is considered very much needed in learning Indonesian, especially in learning texts and increasing students' motivation and interest in learning the text and developing character according to the needs of the curriculum used. The provision of E-LKPD also needs to be adjusted to learning needs. The required E-LKPD is also a solution because it also fits the needs of the 21st century, namely digital teaching materials. The use of E-LKPD in learning Indonesian also provides facilities that can streamline learning time. In addition, the use of E-LKPD can also meet the needs or interests of students and teachers in learning Indonesian in order to obtain optimal learning results. In line with the opinion (Silberman, 2006 as quoted in Kosasih, p. 4) that with teaching materials, one of which is LKPD can improve students' memory. However, if the LKPD provided is not able to meet the needs of students and teachers who have to adapt to technological developments and the curriculum used, then the teaching materials are not effective. Thus, based on research results related to the use of E-LKPD in Indonesian language learning, E-LKPD is indeed needed to meet school needs according to the curriculum used and adapt to technological advances and the limited digital teaching materials.

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Conclusion

Based on research problems, which show that the teaching materials used by teachers in the learning process must be able to adapt to learning needs, the times, and curriculum needs. In addition, the results and discussion in this study also show that one of the teaching materials needed in the 21st century and becomes a curriculum requirement and can be used in the learning process is E-LKPD. The use of E-LKPD in learning Indonesian can provide good benefits for the process of learning Indonesian. Innovative E-LKPD is useful for facilitating students in learning Indonesian both to gain experience, knowledge, implement skills, and support students' ability to solve problems or become problem solvers. Several related studies also show that several E-LKPDs, especially in learning Indonesian, already have several valid and practical E-LKPDs to use. Based on this, it can be concluded that the use of E-LKPD in learning Indonesian is very important. To find out more, regarding the E-LKPD in Indonesian language learning, further research is needed regarding the effect of using the E-LKPD on Indonesian language learning.

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