



Developing E-LKPD for Junior High School Students : Enhancing Explanatory Text Writing Skills with Liveworksheets Support

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Abstract: This study aims to develop interactive LKPD based on Liveworksheets to improve Indonesian language learning outcomes in explanatory text material. This study involved 31 students of class IX C of SMP Muhammadiyah Al-Kautsar PK Kartasura, by implementing the research and development (R&D) method using the ADDIE model. The instruments used in this study consisted of several types to collect data that support the development and validation of interactive E-LKPD assisted by Liveworksheets. The data collection process was carried out by delivering material in the form of PPT which aims to explain the explanatory text material. After that, students worked on the E-LKPD questions that were already available on Liveworksheets. The data sources in this study were obtained from validators who were material experts, media experts, language experts, and students of class IX C of SMP Muhammadiyah Al-Kautsar PK Kartasura. The validation results showed that the material aspect obtained a percentage of 84%, while the media aspect reached 85% and the language aspect reached 82%. To measure the effectiveness of the media, a comparison of the results of the pre-test and post-test of students was conducted, with an average post-test score of 90.32 and a completion rate of 95%. Based on these findings, it can be concluded that interactive LKPD based on Liveworksheets is a learning media that is suitable for use.

Article History

Received: 25-02-2025
Revised: 27-03-2025
Accepted: 09-03-2025
Published: 25-04-2025

Key Words:

LKPD; Liveworksheets;
Explanatory Text.

How to Cite: Sari, E., & Assidik, G. (2025). Developing E-LKPD for Junior High School Students : Enhancing Explanatory Text Writing Skills with Liveworksheets Support. *Jurnal Paedagogy*, 12(2), 462-474. doi:<https://doi.org/10.33394/jp.v12i2.15117>



<https://doi.org/10.33394/jp.v12i2.15117>

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Introduction

The Writing ability is one of the language skills that is very important in communication, both directly and indirectly. Writing is a skill that must be mastered by students (Suprayogi & Swastika, 2021). In addition, writing is very important to help students learn to think critically about the problems being discussed, which they can then use to write about them. Students can also expand their knowledge through regular writing activities. Because writing is a process that involves creative elements, their creativity continues to develop. The ability to systematically compose and organize ideas, both verbally and in writing, is included in this skill. Writing is also considered a language skill that helps communication indirectly (Rismawati, Sari, & Assidik, 2024). Students who have active and productive writing skills will be able to write well and produce written works (Kesuma, 2019). Writing is an active, productive, complex, and integrated language skill (Ibda, 2019). Writing skills include active and productive skills that are not obtained by themselves, but are obtained through a lot of learning, practicing, practicing and intensive guidance. According to Syamsuddin's statement (2021) that "Writing requires training, thinking, creativity and the ability to master grammar". Through practice, thinking, creativity and the ability to master grammar, students are expected to be able to write explanatory texts with original creative



ideas with the correct grammar and writing structure of explanatory texts, so that they are easy for readers to understand.

In addition, writing is also a process of expressing what is observed to be conveyed indirectly. In order for the writing produced to be easily understood by the reader, students need to have the skills to choose the right vocabulary and use clear language. To improve students' writing skills, effective learning methods are needed. At the Junior High School (SMP) level, writing skills are taught in Indonesian language subjects, so a simple approach is needed to help students improve their writing skills. According to Lenny (2022:4), learning Indonesian is often considered boring. Therefore, to provide variation in the learning process, media is needed. Students are given the freedom to write texts while learning Indonesian. In learning to write, it is hoped that students can creatively convey their ideas in a systematic, structured, and logical framework of thinking (Paيدا, 2023). Writing is a way of communicating where messages or news are conveyed in writing to others using a certain language as a tool (Syahrta & Assidik, 2024).

Current writing learning tends to focus on delivering theory rather than practice. As a result, students only listen to teachers delivering material and participate less in learning, especially in writing learning (Widyaningsih & Assidik, 2024). This causes students to write less and it is difficult for them to convey their thoughts, ideas, and feelings through writing. Teachers do not optimize and develop the learning media used is also another factor that causes students to have difficulty writing. (Suandi, 2018) argues that writing is considered a cognitive activity that includes understanding, knowledge, and perception in a complex process. In writing skills, effective cognitive strategies are needed for learning, including the application of appropriate motivation in learning, mastery of intellectual skills, and understanding of relevant information. Therefore, writing functions as a useful tool to help students learn and has an important role in the world of education. Writing skills also contribute significantly to supporting student development (Oktaviani & Rasyid, 2019).

Learning helps students achieve their learning goals. This process allows students to develop and hone their potential (Wahyuni, 2023). This is in line with what was expressed by (Djamaludin, 2019) that learning is an effort to gain knowledge, mastery of competencies and habits, as well as the formation of character and confidence in students who are assisted by educators in carrying out learning. One of the writing materials taught at the junior high school level is writing explanatory texts. Explanatory texts are included in the narrative category, which is real or factual. Explanatory texts focus on their language in the arrangement of a paragraph in the structure of general statements, specific statements, and interpretations. According to (Tamimi, 2021) explanatory text is a type of text that is based on facts describing or explaining natural, cultural, or political events. The structure of the explanatory text consists of three main components: a general statement as an opening, a series of explanations that explain cause-and-effect relationships, and interpretation as a closing. In general, explanatory texts have two main structures, namely general statements and specific statements. The general statement structure is in the form of a factual paragraph that explains an object through a main sentence and is supported by at least one additional sentence. Meanwhile, the specific statement structure contains a factual paragraph that further explains the contents of the general statement, which can consist of one or more paragraphs. In terms of language, each paragraph contains at least one main sentence and at least one supporting sentence. In addition to the core structure, the explanatory text also has additional structures, namely the title and interpretation. The title functions as the head of the essay, but its existence is not mandatory because the essence of a writing lies in the ideas or solutions



offered. The interpretation structure includes conclusions, summaries, or messages contained in the special statement (Damayanti et al., 2022). Meanwhile, according to (Limbong, 2018) explanatory text is a text that describes or explains the process of a natural or socio-cultural phenomenon. Studying explanatory text will provide knowledge about a process of phenomena that originates from the cause and effect of the phenomenon (Limbong, 2018). The composition of this explanatory text begins with determining the topic followed by an explanation containing existing facts (Yusuf Akram B, 2021). Writing an explanatory text is writing a text that explains the process of natural, social, scientific and cultural phenomena that are written based on facts.

Effective learning requires systematic planning. Likewise, the use of media in the teaching and learning process must be well designed to be more efficient and optimal (Utomo, 2023). However, in practice, there are still educators who use learning media without careful planning. The selection of media is often based on habits and availability, without considering its effectiveness. Student involvement in the learning process plays a very important role. Through direct observation and experience, students can gain more meaningful learning. Technological advances in the world of education are utilized to support the learning process. One form of application of technology in education in Indonesia is its use as a learning medium. Over time, learning media continues to develop to suit the needs of students and teachers in each generation. The existence of learning media is an important factor in determining the success of the teaching and learning process. The development of this media helps create more effective, conducive, and interesting learning.

The use of learning media as a supporting tool in the educational process must be adjusted to the changes that occur during the digital revolution era. It must also be adjusted to the characteristics of students who are accustomed to using technology. Therefore, educators need to accommodate these needs. Etymologically, the term "media" comes from the Latin *medius*, which means intermediary or connector. In the context of education, learning media functions as a means of conveying messages and materials to students. Currently, the use of PowerPoint still dominates in presenting materials, which has the potential to affect low student learning outcomes. Internet-based technology has presented digital media as a more interactive learning solution. One example is the use of liveworksheets as interactive learning media.

Liveworksheets is an online platform that allows teachers and students to create, share, and work on interactive digital worksheets. This platform is designed to increase student participation while facilitating the learning and assessment process through its various superior features. As an interactive learning medium, Liveworksheets provides a new experience for teachers and students, which can support the success of the teaching and learning process (Fikriyah, 2023). Meanwhile, learning outcomes are student achievements that are evaluated based on the assessment system that has been designed in the curriculum of educational institutions (Mustakim, 2020). Andriyani (2020) stated that this software helps teachers to significantly change monotonous and traditional LKPDs into more attractive LKPDs that can be printed into various types of documents such as PNG or JPG images and PDF documents. Liveworksheets is an online platform that allows teachers and students to create, share, and work on interactive digital worksheets. This platform is designed to increase student participation while facilitating the learning and assessment process through its various superior features. As an interactive learning medium.

According to Aini & Sultan (2022), one of the advantages of Liveworksheets is that it makes learning more interesting and enjoyable. This is due to the use of online-based



teaching materials, so that they no longer depend on printed books. Thus, educators do not need to print materials, while students gain new insights and additional references in the learning process. Based on the problems that have been raised previously, E-LKPD using the Liveworksheets application has great potential to be developed as a learning medium. Therefore, the development of E-LKPD based on Liveworksheets was chosen for the Indonesian language subject in class 9C with the material "Explanatory Text."

The use of learning media is primarily aimed at providing a more realistic learning experience and encouraging active participation of students in the learning process. This study is related to a previous study conducted by Andriyani (2020), which examined the application of the Problem-Based Learning model with the help of E-LKPD based on Liveworksheets to increase students' mental activity. Through classroom action research (PTK) conducted in two cycles, the results of the study showed an increase in students' mental activity, from an average of 71.91% in the first cycle to 86.27% in the second cycle.

In addition, research by Artajaya (2023) entitled "Implementation of Problem-Based Learning Models with the Assistance of Video Media to Improve Writing Skills for Explanatory Texts" also showed positive results. Students liked the application of problem-based learning models supported by video media, and observations of the learning steps listed in the RPP showed that the learning process took place systematically. The results of the study showed that the ability to write explanatory texts increased; the average score in the second cycle increased from 71.72 in the first cycle to 84.8. In addition, students' responses to learning were also very good; 89% of students gave positive responses in the first cycle and 85% in the second cycle. Susilawati et al. (2023) conducted a similar study entitled "Development of Liveworksheet-Based Interactive LKPD on the Biodiversity Material of Class X." The results showed that interactive LKPD based on Liveworksheet had a very high level of validity, with an average score of 3.6. The interactive E-LKPD based on Liveworksheets developed meets the criteria of valid, practical, and effective because it has a classical learning outcome completion rate of 100%. In addition, this E-LKPD obtained a score of 82.1% from the student response questionnaire and 89.2% from the teacher.

The main difference between this study and previous studies lies in the objectives to be achieved. This study focuses on the development of E-LKPD to support the smooth learning process in schools. In addition, this study aims to improve the quality of learning by adapting to technological developments and encouraging students' interest in learning. This study also evaluates the feasibility and student responses to the use of E-LKPD based on Liveworksheets in Indonesian language learning, especially in the explanatory text material of class 9C students at SMP Muhammadiyah Al-Kautsar PK Kartasura.

Research Method

This study uses a research and development method with the ADDIE Model. The research and development (R&D) method used in this study aims to design and develop a product that can be tested for its feasibility and effectiveness. The purpose of development research is to create a new product and then evaluate how well it performs. This study creates products that are not only limited to physical devices, such as books, modules, or teaching aids, but also software, such as applications, data processing programs, training, guides, and learning models. The research and development process includes the stages of research, design, production, and testing. This research was conducted at SMP Muhammadiyah Al-Kautsar PK Kartasura with research subjects consisting of 31 class IX C students. The approach used in this study is a combination approach, namely combining qualitative and



quantitative methods. This approach allows researchers to systematically integrate various techniques, methods, perspectives, concepts, and terminologies in one study. According to Parjaman & Akhmad (2019), combination research is a research model that systematically combines techniques and methods from quantitative and qualitative approaches. Meanwhile, Subagyo (2020) explains that the combination approach is a combination of quantitative and qualitative research, where the data obtained is analyzed and integrated to produce findings and conclusions. In general, the purpose of combination research is to optimize the advantages of both research methods. For this study, the ADDIE research and development model was used, which consists of five main stages: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. Thus, the ADDIE model can be used to create effective learning media that suits the needs of students and teachers. The following are the stages in the ADDIE model.

Table 1. Steps of the ADDIE Model

Steps	Information
Analysis	Identifying the needs of students' problems or needs and conducting analysis related to the needs required in developing Liveworksheets-based E-LKPD products.
Design	The design of the E-LKPD concept based on the results of the analysis in the first stage includes collecting references that can be used as ideas for developing the product.
Development	The validation process is carried out by experts such as material experts and media experts.
Implementation	Implementing E-LKPD based on Liveworksheets in class by involving class IX C students of SMP Muhammadiyah Al-Kautsar PK Kartasura.
Evaluation	Conduct a comprehensive evaluation to ensure whether the E-LKPD created based on Liveworksheets has achieved its initial objectives.

This research was conducted at SMP Muhammadiyah Al-Kautsar PK Kartasura with research subjects consisting of 31 class IX C students. The instruments used in this study consisted of several types to collect data that support the development and validation of interactive E-LKPD assisted by Liveworksheets. The data collection process was carried out by delivering material in the form of PPT which aims to explain the explanatory text. After that, students worked on the E-LKPD questions available on Liveworksheets. The data sources in this study were obtained from validators of material experts, media experts, language experts, and class IX students of SMP Muhammadiyah Al-Kautsar PK Kartasura.

In analyzing quantitative data from product feasibility testing, researchers use the Likert scale as a reference to assess the level of respondent approval or evaluation of the tested product. According to Ramadhaningrum, & Indrawati (2019). The percentage of product feasibility testing is calculated using the following formula.

$$P = \frac{f}{N} \times 100\%$$

Information:

P = percentage value

f = the number of frequencies or total scores obtained

N = maximum score



Results and Discussion

Based on the research that has been reviewed, the product developed is an E-LKPD based on "Liveworksheets". Designed by considering the elements and learning objectives that are relevant to the material on writing explanatory texts for grade IX junior high school. The purpose of developing this E-LKPD is to increase students' interest in learning, especially in understanding explanatory texts, as well as introducing the use of technology in learning. Meanwhile, according to Triyani (2024), the benefits of Student Electronic Worksheets (E-LKPD) are to activate students in the learning process, help students develop concepts, train students in finding and developing skill processes, as a guide for educators and students in carrying out the learning process, and help students to add information about the material being studied through systematic learning activities. Meanwhile, for teachers, this product functions as a reference source to broaden horizons in teaching explanatory texts using digital technology and finding more effective methods in the learning process. In developing this product, researchers used the Canva and Liveworksheets applications. Canva is used to design the initial design, which is then further developed using the Liveworksheets application. In Liveworksheets, learning materials are presented in the form of PPT (PowerPoint) and learning videos.

Analyze Stage

The first stage, namely Analyzing, aims to assess the needs of students and the curriculum implemented at SMP Muhammadiyah Al-Kautsar PK Kartasura. Meanwhile, according to Anafi (2021), the purpose of analyzing development is to produce effective, efficient and interesting learning media. Furthermore, interviews were conducted with teachers and consultations with teachers and students to find out the components needed in E-LKPD. Based on the results of the interview, it was found that during learning, teachers only conveyed material verbally and in writing on the board, then continued with practice questions from textbooks, and had not utilized technology in learning Indonesian language explanatory texts. The initial conditions of students at SMP Muhammadiyah Al-Kautsar PK Kartasura showed that their interest and motivation in writing explanatory texts were still relatively low. This is reflected in the lack of understanding of students regarding the material, disinterest in the teaching methods used by teachers, and minimal participation in the learning process. Based on the results of the interview, students stated that learning explanatory texts was considered less interesting and less enjoyable. The following are the findings of the initial condition test.

Table 2. Initial Condition Value

Number	Value Range	Number of students	Practical Value
1.	0-20	6	19,2%
2.	21-40	7	22,4%
3.	41-60	9	28,11%
4.	61-80	5	16,12%
5.	81-100	4	12,9%
	Total	31	100%

Table 2. The results show that the initial ability of students in writing explanatory texts is still relatively low, with an average value of 54.52 which is included in the less category. Meanwhile, the KKM at SMP Muhammadiyah Al-Kautsar PK Kartasura was set at 72. A total of 6 students (19.2%) obtained a very less category, 7 students (22.5%) were in the less category, 9 students (28.11%) were in the sufficient category, 5 students (16.12%) obtained the good category, and 4 students (12.9%) obtained the very good category. At this early



stage, the “sufficient” category is the most dominant. Therefore, efforts are needed to improve students' ability in writing explanatory texts. One strategy that can be applied is the use of E-LKPD based on Liveworksheets to increase students' interest and motivation in writing explanatory texts.

Table 3. Initial Condition Assessment Aspects

Number	Aspect	Score
1.	Title selection	57%
2.	Content (factual and informative)	60%
3.	Theme	61%
4.	Explanatory text structure	59%

Design Stage

The second stage, namely the design stage, learning design is attached to learning technology that regulates the thought process of a learning technologist in solving performance improvement problems (Anafi, 2021). At this stage, the development of Student Worksheets (LKPD) is carried out which are compiled and adjusted to the needs of students at SMP Muhammadiyah Al-Kautsar PK Kartasura to be more effective and in accordance with their learning characteristics. At this stage, the development of LKPD is carried out using the Canva application, which is a graphic design platform that allows the use of various interesting features, such as animation, images, and other visual elements. By using Canva, LKPD is designed to be more interactive, interesting, and easy for students to understand.

Development Stage

The next stage is the development stage, According to (Puspasari, 2019) the development stage is an activity to validate the draft product development and revisions after input from experts. So the development stage is the stage carried out by material experts, media experts, and language experts which aims to conduct a validity test on the Liveworksheets-based E-LKPD that has been created. This validity test aims to assess the feasibility of E-LKPD in supporting the learning of Indonesian language explanatory texts in junior high schools. The results of the validity test show that Liveworksheets-based E-LKPD is very suitable for use in learning Indonesian on the material of junior high school explanatory texts for grade 9. The assessment carried out by material experts and learning media experts can be seen as follows:

Table 4. Material Expert Validation Results

Number	Indicator	Score
1.	Completeness of the material	5
2.	Breadth of material	4
3.	Depth in material	4
4.	Accuracy of ideas and explanations	4
5.	Accuracy of drawings, diagrams, and illustrations	4
6.	Accuracy of terms	4
7.	Using examples of contextual life situations	4
8.	Encourage curiosity	5
9.	Creating the ability to ask questions	4
10.	Pictures, diagrams and illustrations in everyday life	4

So it can be calculated as follows.

$$P = \frac{42}{50} \times 100$$

$$= 84\% \text{ (Very Worth It)}$$



Table 5. Media Expert Validation Results

Number	Indicator	Score
1.	Media attraction	4
2.	Color combination in media	4
3.	Image display	4
4.	Suitability of media to the environment	5
5.	Completeness of media components	4
6.	Suitability of media to student characteristics	4
7.	Instructions for using the media	4
8.	Ease of use of media	4

So it can be calculated as follows.

$$P = \frac{34}{40} \times 100$$

$$= 85\% \text{ (Very Worth It)}$$

Table 6. Linguist Validation Results

Number	Indicator	Score
1.	Follow good and proper grammar	4
2.	Using terms that fit the idea	4
3.	Clear and easy to understand language	4
4.	The language is communicative	4
5.	Accuracy of language selection	4
6.	Symbol or icon compatibility	4
7.	Compatibility of terms	4
8.	Correct spelling	5

So it can be calculated as follows.

$$P = \frac{41}{50} \times 100$$

$$= 82\% \text{ (Very Worth It)}$$

Based on the data analysis in tables 4, 5, and 6, the average percentage of validation results from material experts, learning media, and language show that this product is recommended with the predicate "very feasible" for use in learning explanatory texts for junior high school students in grade IX. The validation results in each table show that table 4 obtained a percentage of 84%, table 5 obtained a percentage of 85%, and table 6 obtained a percentage of 82%.

Implementation Stage

The fourth stage, implementation is carried out. According to (Asmayanti, 2019) This implementation stage is a stage used to test whether what is developed or produced can contribute to students effectively and efficiently or not. Here, the product is tested in two stages, namely before and after the implementation of E-LKPD based on Liveworksheets. Before the implementation of E-LKPD, students conducted an initial trial via Google Form. After the learning was completed, a post-test trial was carried out using E-LKPD based on Liveworksheets to assess the ability to write explanatory texts. Two students were also asked for their responses to the learning of explanatory texts in the Indonesian language subject.

Pretest Score

After getting the initial score, the product was tested in two stages, namely before and after the implementation of Liveworksheets-based E-LKPD.



Table 7. Pretest Score

Number	Pretest Score	Frequency	Total Value	Presentation
1.	0-20	6	120	19,3%
2.	21-40	3	90	8,6%
3.	41-60	10	550	29,8%
4.	61-80	7	650	26,8%
5	81-100	5	500	18%
	Total	31	1910	100%

Based on table 7, the average pretest score obtained from 31 students of class IX C of SMP Muhammadiyah Al-Kautsar PK Kartasura is 61.61. The score is calculated using the following formula.

$$\bar{x} = \frac{\sum x}{N}$$

$$= \frac{1910}{31}$$

$$\bar{x} = 61,61$$

In this pretest, the "sufficient" category dominated the results obtained. As many as 6 students (19.3%) were in the very poor category, 3 students (8.6%) were in the poor category, 10 students (29.8%) were in the sufficient category, 7 students (26.8%) obtained the good category, and 5 students (18%) achieved the very good category.

Table 8. Pretest Assessment Aspects

Number	Aspect	Average Score (%)
1.	Title selection	60%
2.	content (factual and informative)	60%
3.	Theme	65%
4.	Explanatory text structure	70%

Post Test Score

The next stage is after the use of E-LKPD based on Liveworksheets. At this stage, students work on questions presented through the Liveworksheets application, which consist of independent questions and group questions created using Canva and then entered into Liveworksheets so that they can be easily accessed by students. The results of students' work are automatically saved in Google Drive when they finish working on the questions. The teacher then assesses the results based on four criteria, namely the selection of titles, content (factual and informative), themes, and the structure of the explanatory text.

Table 9. Post Test Score

Number	Post Test Score	Frequency	Total Value	Presentation
1.	0-20	0	0	0
2.	21-40	0	0	0
3.	41-60	2	120	7,6
4.	61-80	11	880	33,4%
5.	81-100	18	1800	58,1%
	Total	31	2800	100%

Based on table 9. the average value of the post-test involving 31 students in class IX C of SMP Muhammadiyah Al-Kautsar PK Kartasura with a value of 90. The value was obtained using the following formula.

$$\bar{x} = \frac{\sum x}{N}$$



$$\bar{x} = \frac{2800}{31} = 90,32$$

In this post-test, the “good” category was very dominant. There were no students who got very poor or poor scores. Students who got “sufficient” scores were 2 people (7.6%), 11 people (33.4%) students got “good” scores, and 18 people (58.1%) got “very good” scores.

Table 10. Post Test Assessment Aspects

Number	Assessment Aspects	Average Score (%)
1.	Title selection	83%
2.	content (factual and informative)	81%
3.	Theme	93%
4.	Explanatory text structure	88,3%

Based on the discussion above, it can be seen that the use of Liveworksheets-based E-LKPD can improve students' grades in learning to write explanatory texts. This is evidenced by the achievement of student grades that exceed the minimum completion criteria (KKM) at SMP Muhammadiyah Al-Kautsar PK, which is 72. The increase that occurred reached 26.8%, where the average student grade before using Liveworksheets-based E-LKPD was 61.61 and increased to 90.32 after implementing Liveworksheets-based E-LKPD in learning to write explanatory texts.

Student Response Results

In learning Indonesian using explanatory text, this development research involved 31 students who were the subjects of the research. The results of completing learning using E-LKPD assisted by Liveworksheets showed learning achievements with a score of 90.32 achieved in the category of very appropriate for learning Indonesian explanatory text. Students played a very active and enthusiastic role in learning explanatory text. In addition, in this learning, students competed to write explanatory texts that occurred around them by paying attention to the structure correctly. Evidence of students' enthusiasm in learning advertising texts using E-LKPD based on Liveworksheets is when students find it difficult, students actively ask questions. In addition, students also put forward their arguments during learning explanatory texts. So this learning is very effective, an effective teaching process is a process in which teachers select and plan what students will learn (content/subject matter), decide the best way to help students learn (teaching methods and approaches), determine criteria for teaching success, and how student learning progress can be communicated through evaluation and feedback (Dewi, P. Y. A. 2020).

Conclusion

Product developed had met the eligibility standards. The results of the material validation showed a percentage of 84% which fell into the "Very Eligible" category, while the media validation obtained a percentage of 85% which fell into the "Very Eligible" category. Thus, interactive E-LKPD based on *Liveworksheets* for learning Indonesian on the material of explanatory texts for grade IX was declared feasible to be used as a learning medium. The effectiveness of the product was assessed based on the level of student learning completion after working on the pretest and posttest questions. Of the 31 students who took the pretest, the average score was 61.61 with a completion percentage of 33.4%. Meanwhile, in the posttest, the average score increased to 90.32 with a completion rate of 95%. Based on these data, it can be concluded that the development of interactive E-LKPD based on Liveworksheets in Indonesian language learning on the material of class IX C explanatory



texts showed good learning completion results and was effectively used as a learning medium.

Recommendation

The recommendations from this study involve strategic steps. Because there needs to be a continuous evaluation of the implementation of learning media assisted by Liveworksheets, in order to help students learn more harmoniously and more easily. In addition, the existence of liveworksheets learning media helps students to be more active in the learning process which is not boring.

Recommendations for teachers:

- 1) Use Liveworksheets creatively to increase student interaction and participation.
- 2) Provide constructive feedback to students based on their work on Liveworksheets.
- 3) Involve students in creating worksheets so they are more active in learning.

Recommendations for further researchers:

- 1) Conduct experimental research or case studies to measure the impact of Liveworksheets on learning outcomes.
- 2) Use qualitative methods to explore students' and teachers' experiences in using Liveworksheets.
- 3) Collaborate research with schools or educational institutions to obtain more valid data.

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