LKPD Development based on *Problem Based Learning* (PBL) To Increase Interest and Learning Results in Indonesian in the Elements of Poetry Class XI at SMA Negeri 8 Lubuk Linggau

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Article Info	Abstract
	This study aims to develop teaching materials in the form of Student Worksheets (LKPD) based on Problem-Based Learning (PBL). To support its development, an initial review was conducted in several ways, namely literature review, observation and field research. This study uses a quantitative descriptive method. Data collection instruments include teacher needs analysis interviews, which include curriculum and learning resources, and student needs analysis questionnaires. The results of this study will be used to design learning media in the form of PBL-based Indonesian Language LKPD. Analysis of needs is carried out to identify teaching materials used by teachers, obstacles that arise during the learning process, and materials needed by students. After the researcher conducted a needs analysis, of the 32 students in grade XI of SMA Negeri 8 Lubuk Linggau, 87.50% had a study guidebook. The reality in the field, as many as 90.63% of students stated that the material on the elements of poetry contained in the guidebook was often concise and did not cover more complex aspects. As many as 74.07% of the available textbooks are still incomplete to be used as learning resources. As many as 87.50% of students need learning media in the hope of supporting learning activities and 93.75% of students need other learning media that can increase interest and learning outcomes. This shows that the development of teaching materials in the form of PBL-based LKPD is very much needed to support a more effective learning process and improve students' understanding of the elements of poetry.

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1. INTRODUCTION

Education is a basic need for the progress of a nation. Education plays an important role in producing superior and quality human resources [1]. Quality education must be able to achieve educational goals. To realize educational goals, concrete professional action is needed from implementing educational policies, namely the twelve-year compulsory education program. In the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 19 of 2016, the Smart Indonesia Program is one of the government's efforts to support the implementation of pioneering twelve-year compulsory education. With the launch of this program, every child is required to complete their education from elementary school (SD) to high school (SMA).

Output The results from each level of education are very influential in implementing education at the next level. In this case, the government and schools are very responsible

in efforts to produce quality human resources. One of the efforts made by the school is to improve the teaching and learning process [2]. One effort to improve the quality of education is continuous improvement in terms of materials, evaluation, methods and media which must be carried out by all parties, especially teachers.

Language is a tool that humans use to communicate. Language is not only oral, but also written because through language, humans can convey what they are thinking (Okarisma, M., et al, 2022). Among the objectives of Indonesian language subjects is that students have skills in speaking Indonesian well and correctly, both receptively (reading and listening) and productively (speaking and writing). A person will usually possess these skill aspects if he/she practices diligently [3]. Students must have four aspects of skills and these need to be studied in depth. In this case, students need a high interest in learning in the Indonesian language learning process.

Interest in learning is an activity carried out by individuals to show interest in a learning activity which influences learning outcomes[4]. Each student's interest in learning in the learning process is not the same, this can allow differences in receiving material which results in differences in learning outcomes [5]. Students who have a high interest in learning will easily accept the lessons given by the teacher because of their high curiosity and motivation. Meanwhile, students whose interest in learning is still lacking find it difficult to receive lessons because they tend not to be curious and do not pay attention to the material provided by the teacher so that their learning results are less than optimal [6]v Thus, interest in learning will greatly influence the learning outcomes that will be achieved.

Based on the facts that occur in the field, students' interest in learning at this school is low. The low learning outcomes of students are caused by students' lack of ability to actualize themselves in conveying their ideas and creativity in language learning practices. Besides that, *mindset* students regarding the Indonesian language lesson itself, that Indonesian is a difficult and boring lesson because it contains a lot of material in the form of text and repetition material so it tends to require in-depth understanding and seems to be in the form of rote memorization, even making students lazy to follow learning activities to completion.

Another problem that occurs is that students' learning styles are still teacher-centered *(teacher centered)* , namely the occurrence of one-way communication between teachers and students. Meanwhile, student activities are only limited to listening, taking notes, and answering questions when the teacher gives instructions. During learning, students also only receive information and learning resources in the form of books and worksheets available in the library or school cooperatives. The available worksheets only contain material and questions that must be completed but are not able to make students active in collaborative activities during Indonesian language learning. For this reason, appropriate teaching materials are needed that are able to arouse students' interest in learning so that they can improve their learning outcomes at school. One of the teaching materials that involves student activity in the learning process is the Student Activity Sheet (LKPD) [7].

LKPD is very good to use to involve students in learning activities [8]vv. Meanwhile, [9] revealed that the preparation of LKPD in learning has the aim of increasing student involvement in the teaching and learning process and changing the learning conditions of the students. *teacher centered* become *student centered*. So that the LKPD created can activate students, it is necessary to develop LKPD with a model *Problem Based Learning* (PBL). Learning model *Problem Based Learning* can be interpreted as a series of learning activities that emphasize the process of solving problems faced scientifically. This learning

model involves students solving problems through several stages so that students are expected to be able to learn knowledge related to the problem [10].

Effective Indonesian language learning does not only emphasize understanding the material, but also increasing student interest and learning outcomes, especially in the elements of poetry. One approach that has proven effective in achieving this goal is Problem Based Learning (PBL), which is able to encourage students to think critically, be active, and be directly involved in the learning process [11]. The use of PBL-based Student Worksheets (LKPD) can help students explore the elements of poetry through problems that are contextual and relevant to their lives [12]. Research by [13]shows that the implementation of PBL-based LKPD significantly increases students' understanding and interest in literary texts, especially poetry. Apart from that, PBL also provides space for students to discuss and discover the meaning of poetry independently, thereby increasing their self-confidence in learning [14].

Therefore, the development of PBL-based LKPD in poetry material is very relevant to be implemented at SMA Negeri 8 Lubuk Linggau as an innovative effort in learning Indonesian [15]. This research aims to develop learning media in the form of PBL-based LKPD. So, preliminary research is needed through needs analysis which includes literature studies and field studies. Literature studies were carried out to collect information and identify various activities in the learning process. Meanwhile, the field study aims to understand the learning conditions that take place in schools

This is in line with the opinion of Fadli, Suharno & Musadad in [16], Wahyu & Sulistyono (2023) that field studies are carried out by collecting various information such as analysis of teachers' and students' needs for teaching materials or learning media to determine field conditions. This research aims to identify the learning resources used by teachers, the obstacles faced during the learning process, and the learning resources needed by students.

2. RESEARCH METHOD

The research carried out is development research or commonly known as *Research and Development* (R&D), i.e. research methods used to produce certain products (Rusmayana, 2021). The data obtained is qualitative data and quantitative data. Qualitative data was obtained from interviews with Indonesian language teachers regarding the curriculum used at school, how the Indonesian language learning process has been carried out, the teaching materials used, as well as the obstacles experienced by teachers during learning, and also related to student worksheets (LKPD) as teaching materials based on PBL on the elements of poetry. Meanwhile, data quantitative obtained from results distributed student needs analysis questionnaires. The subjects in this research were Indonesian language teachers and class XI students at SMA Negeri 8 Lubuk Linggau with a total of 32 students. The instruments used in the research were interview guides and student needs analysis questionnaires. Data analysis was carried out in the form of qualitative data analysis and quantitative data analysis from the questionnaire results. The percentage of the score obtained is calculated using the formula of the number of students who answered from data collection divided by the maximum score multiplied by 100%.

3. RESEARCH RESULTS AND DISCUSSION

Data analysis of the needs of class XI teachers and students at SMA Negeri 8 Lubuk Linggau was obtained through interviews using an interview guide. Teacher needs analysis includes curriculum analysis and learning resource analysis to ensure the suitability of

teaching materials with learning outcomes as well as the availability of references that support the learning process. Curriculum analysis aims to assess the relevance and implementation of the curriculum in learning, while learning resource analysis is carried out to identify the teaching materials used and the need for additional resources to increase teaching effectiveness.

3.1. Research result

The results of the analysis of teacher needs related to curriculum and learning resources can be seen in table 1 and table 2 below.

Table 1. Teacher Interviews Related to Curriculum

No	Interview Guidelines	Question Analysis
1.	What curriculum is used in learning Indonesian at this school?	Currently, we are using the Independent Curriculum which is more flexible in developing learning materials and has only been running for 1 year.
2	What is the learning method Ladies and gentlemen use Already according to the demands of the curriculum?	Not yet, because there are still several obstacles in implementing learning methods in accordance with curriculum demands, such as limited facilities and infrastructure, lack of access to varied learning resources, and differences in students' ability to understand the material.
3	What learning methods do you often use during the learning process?	Lectures, discussions and questions and answers
4	Do you always prepare learning tools, syllabus, lesson plans, media and teaching materials for every lesson?	Yes, I always make lesson plans for implementing learning, but for media and supporting teaching materials I rarely make them
5	What sources do you use to compile learning tools?	I refer to existing Learning Outcomes (CP) from the government, while for teaching modules I take them from the internet.
6	What obstacles often arise in the implementation of the curriculum implemented by Ladies and gentlemen?	Obstacles that often arise are students' lack of interest in reading and writing, as well as limited access to a variety of reading sources.

Table 2. Teacher Interviews Regarding Learning Resources

No	Interview Guidelines	Question Analysis
1	What learning resources do you use in learning Indonesian?	The learning resources that I often use during my studies are textbooks and the school library.
2	What teaching materials do you use in learning with the independent curriculum?	So far, I have been teaching referring to books provided by the school, such as textbooks and worksheets available at the cooperative, however, in the last semester the school did not provide worksheets so currently I only use textbooks available in the library.
3	Do you use LKPD as a companion or addition to learning activities?	No, because it takes a long time to make a LKPD.

| 6 | Do you often carry out discussion or practice activities in learning Indonesian? | Sometimes, group discussions or practice in Indonesian language learning usually take the form of questions and answers in class and assignment presentations. |
| 7 | In your opinion, is it necessary or not to develop PBL-based LKPD on the elements of poetry? | It needs to be developed, as a reference I will also later make LKPD on other Indonesian language materials and adapt with the learning model that will be used. |

Analysis of student needs was carried out through distributing questionnaires to class F students-XI.3 at SMA Negeri 8 Lubuk Linggau, and the detailed results can be seen in Table 3 below.

Table 3. Student Needs Questionnaire Results

No	Statement	Frequency		Amount	Percentage	
		Of	No		Of	No
1.	Students and teachers have books to learn Indonesian.	28	4	32	87,50%	12,50%
2.	The handbook available is still incomplete to be used as a learning resource	20	7	27	74,07%	25,93%
3.	The material on poetry elements contained in handbooks is often concise and does not cover more complex aspects.	29	3	32	90,63%	9,38%
4.	Students need learning media to support learning activities	28	4	32	87,50%	12,50%
5.	Students need other learning media that can increase interest and learning outcomes	30	2	32	93,75%	6,25%
6.	Students feel happy when learning Indonesian using LKPD	29	3	32	90,63%	9,38%
7.	Students are curious and try to learn using PBL-based LKPD	30	2	32	93,75%	6,25%

Based on the data in table 3, it can be explained that the majority of students and teachers have a handbook for learning Indonesian, with a percentage of 87.50%. However, as many as 74.07% of students felt that the available handbooks were still not complete enough to be used as learning resources. In addition, 90.63% of students stated that the material on poetry elements in the handbook was often concise and did not cover more complex aspects, thus requiring additional learning resources. As many as 87.50% of students stated that they needed learning media to support learning activities, and even more, namely 93.75% of students, stated the need for other learning media that could increase interest and learning outcomes. Apart from that, 90.63% of students felt happy when learning Indonesian using LKPD, and 93.75% of students showed interest and desire to try

learning using PBL-based LKPD. This shows that students need additional learning resources that can support the learning process and enable them to learn actively, collaboratively and independently.

3.2.Discussion

The use of LKPD is expected to help students in the learning process and increase students' interest in learning [17]v. LKPD which is prepared according to the stages of the learning model, will make it easier for students and educators in the learning process. Learning with clear stages will influence students' interest. Choosing the right learning model will increase the effectiveness and efficiency of using LKPD. Teaching materials in the form of LKPD can be combined with learning models to become effective and efficient teaching materials and can improve student learning outcomes [7].

In this regard, [7] also revealed that PBL will be able to increase students' interest in learning, because the learning they do is not monotonous learning using only a blackboard. LKPD with the PBL model will improve students' mindset in solving problems given by educators. This model also utilizes students' daily lives as the problems presented so that students will have an idea of these problems. Meanwhile, the PBL model according to Heryani, L., Ilhamdi, M. L., & Syazali, M., (2023) can be used as a solution as a learning model that can improve student learning outcomes. PBL-based LKPD is designed to encourage students to think critically, solve problems independently or in groups, and develop collaboration skills in the learning process (Heryani, L., Ilhamdi, M. L., & Syazali, M., 2023). Students not only receive information passively, but are also directly involved in exploring and solving problems, so that understanding of the material becomes more in-depth and applicable.

The choice of the PBL model in developing LKPD can overcome problems with student interests and learning outcomes, because the PBL model presents contextual problems to stimulate students to be more motivated in learning. [18]. Teachers in implementing the PBL model of learning use students' daily lives as the problems presented so that students will have an idea of these problems. This way of learning allows students to construct knowledge based on the experience they have, students understand concepts more easily, are more motivated to learn, and can apply the knowledge gained in real life. Rusmono in [8] states that learning that uses PBL strategies according to cognitive levels can help memory, understanding, application, and analysis of problems can occur directly considering that there is the opportunity to work in groups with the help of resources and teaching materials such as LKPD.

Based on the needs analysis that has been carried out, it was found that students' interest and learning outcomes in learning Indonesian at SMA Negeri 8 Lubuk Linggau still need to be improved. Therefore, the development of teaching materials in the form of PBL-based LKPD is a solution that can support learning activities. With the existence of PBL-based LKPD, students are expected to become more motivated, independent, and have a better understanding of Indonesian language material, especially elements of poetry. Apart from that, the development of LKPD aims to increase students' interest in learning, which will ultimately have a positive impact on their cognitive abilities and learning outcomes.

4. CONCLUSION

The conclusion from the results of the research that has been carried out is that students really need quality learning resources to increase interest and learning outcomes regarding the elements of poetry. With the development of LKPD, all students can also be more creative during learning activities, this is because students have clear guidelines. They can understand the learning objectives both individually and in groups in discussions. LKPD which is designed interactively encourages students to think critically, solve problems, and develop creativity in completing the tasks given. The use of LKPD for students further increases independence in completing assignments. Students are more interested and more enthusiastic about seeking additional information and honing their understanding before receiving further explanation from the teacher. So through the development of Problem Based Learning based worksheet students can improve student learning outcomes, and can produce more optimal learning. Based on the results of the needs analysis that has been carried out, it is necessary to develop learning media in the form of teaching materials that can increase student interest and learning outcomes, one of which is PBL-based LKPD.

5. ACKNOWLEDGEMEN

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