

# The Need Analysis of the Electronic Students Worksheet of Observation Report Text Based on *Merdeka* Curriculum in Senior High School

Hadi Wijaya<sup>1\*</sup>, Mulyadi Eko Purnomo<sup>2</sup>, Zahra Alwi<sup>3</sup>

<sup>1</sup> Universitas Sriwijaya, Palembang, Indonesia; [hadiulakkemang@gmail.com](mailto:hadiulakkemang@gmail.com)

<sup>2</sup> Universitas Sriwijaya, Palembang Indonesia; [mulyadiiekopurnomo@yahoo.com](mailto:mulyadiiekopurnomo@yahoo.com)

<sup>3</sup> Universitas Sriwijaya, Palembang ; Indonesia; [zahra\\_alwi@fkip.unsri.ac.id](mailto:zahra_alwi@fkip.unsri.ac.id)

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## ARTICLE INFO

### Keywords:

E-LKPD;  
Curriculum of Merdeka;  
Observation Report Text

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### Article history:

Received 2023-03-07

Revised 2023-04-17

Accepted 2023-09-29

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## ABSTRAK

The Curriculum of Merdeka is characterised by a novel paradigm centred around the concept of independence. It enables students and educators to cultivate an autonomous mindset. The curriculum implemented by Merdeka fosters an environment that promotes active and creative learning. Furthermore, it is imperative that the curriculum of Merdeka incorporates learning activities for each topic that align with the desired results and profile of Students of Pancasila. This study aimed to conduct a needs analysis of the Curriculum of Merdeka-based electronic students worksheet (E-LKPD) for tenth-grade students at a public senior high school in Palembang. The objective of this study was to enhance the attributes and requirements of students in class X throughout their study of the Indonesian language in senior high school. The research employed a mixed methods design, incorporating both qualitative and classroom action research methodologies. The study results indicated that a significant proportion of students, specifically 67.2%, expressed a need for interactive and digital teaching materials. These materials would imitate items observed through the utilisation of E-LKPD, which has been enhanced with interactive features. According to the findings, a significant proportion of students, namely 43%, shown a lack of proficiency in composing observation report texts. Additionally, all teachers expressed a need for interactive learning resources to assess the efficacy of enhancing student learning outcomes in the field of Bahasa Indonesia.

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### Corresponding Author:

Hadi Wijaya

Universitas Sriwijaya, Palembang, Indonesia; [hadiulakkemang@gmail.com](mailto:hadiulakkemang@gmail.com)

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## 1. INTRODUCTION

The new paradigm of the curriculum of *Merdeka* is independence, liberating students and educators to form strong independent mentality in facing this disrupted era (Tedjokoesoemo et al., 2020). The curriculum of *Merdeka* creates active and creative learning (Achmad et al., 2022). It can be seen that the learning process in the curriculum of *Merdeka Belajar* is directed more to the students`

needs (student-centred), previously, the concept of learning still centred on the teacher or educator (Indarta et al., 2022). In addition, learning activities in curriculum of *Merdeka* for each subject must bring results and the profile of students of *Pancasila*. One of the dimensions of the profile of *Pancasila* is independence. Curriculum of *Merdeka Belajar* focuses on the freedom to learn creatively and independently, thus encouraging the creation of an independent character. This is because students and teachers can explore knowledge from their surroundings (Ainia, 2020). Learning independence is very important because it can be a guide to find out how far students have succeeded in the learning activities that have been done.

However, the current problem is the students' low learning independence. Learning independence can be measured through evaluation or assessment. The curriculum of *Merdeka* focuses on the learning assessment process of formative assessment. The results of the assessment will be used to design learning based on the stages of student achievement. Formative assessments are conducted with the objectives to guide the learning process and improve student learning outcomes. One of the measurements for formative assessment is by using E-LKPD. Through E-LKPD, each student's experience or learning task in constructing knowledge independently or in groups can be carried out in a structured and systematic way (Tur Rosidah et al., 2021). The use of interactive E-LKPD in learning activities will activate students, enable students to learn independently based on their abilities and interests, stimulate learning activities and provide variations to learning activities so that students do not get bored easily (Eliati, 2020).

The teachers must make a good E-LKPD because they know the students' characteristics and the surrounding environment (Matsun et al., 2022). E-LKPD is helpful in helping learners in education and can also accelerate teacher access in providing information about lessons learned at E-LKPD can help with teaching and learning processes in the era of revolution 4.0 with the aim of improving students' skills in utilizing facilities and learning online (Fitriyah & Ghofur, 2021). (Ananda et to., 2022). Of course, this can be empowered to overcome online learning as it is now where there is a lack of electronic teaching materials that can be empowered in learning activities. Paying attention to and designing teaching materials according to the needs of students such as E-LKPD, is the duty and responsibility of an educator in planning learning activities because this will affect the learning outcomes to be achieved. Achieve the learning objectives, of course, it is not only applying the teaching materials that will be used, but other supporting factors must also be considered.

E-LKPD also presents information about teacher interaction with students so that students can pursue their own learning, through practice or application of learning outcomes to achieve international goals The role of E-LKPD as a guide for students to find the concepts learned, so that learning is constructive (Hamidah o.fl., 2018; Noprinda & True, 2019). Using E-LKPD in learning activities will be able to engage students, enable students to learn on their own according to their abilities and interests, stimulate learning activities, and provide variability in learning activities so students do not get bored easily. Students' electronic worksheets are integrated with the technology where participants can easily learn, research, analyze, and solve problems independently, and using Android, E-LKPD students can easily access anywhere, anytime. (Eliati, 2020) (Farizka and Un., 2021).

The investigation of usage has also been examined in a research paper named "Enhancing Text Writing Proficiency in Observation Reports through the Implementation of Student Worksheets (LKPD) among Class X Students." This study examines the use of field trips as a means to enhance students' writing abilities through the analysis of observation reports. The findings of the research demonstrated a notable improvement in the writing abilities of students who utilised the field trip approach, as observed from cycle 1 to cycle 2. This is supported by empirical data indicating a rise in the average value of 84.4 (Sari and colleagues, 2018). The existing literature has elucidated that the student worksheet, also known as E-LKPD, is developed in accordance with the Contextual Teaching and Learning (CTL) strategy for the textual content of the observation report in class X of senior high school. This study entails research and development activities employing the ADDIE methodology. Descriptive statistics were employed for the data analysis in this study. The findings derived from this investigation demonstrate that the utilisation of E-LKPD medium yields a significantly elevated value.

Furthermore, the implementation of E-LKPD utilising the CTL technique has demonstrated a significant enhancement in student learning outcomes, resulting in a remarkable increase from below 55 to 86. Based on the aforementioned findings, it can be inferred that the implementation of E-LKPD, utilising the CTL approach, is a viable strategy for the advancement and instruction of class X SMA students. This technique has demonstrated the potential to enhance the academic achievements of Indonesian students (Aprilda & Kusmana, 2021). The interactive E-LKPD makes students easily learn, investigate, analyze and solve problems independently, and by using E-LKPD students can easily access anywhere and anytime. The development of an interactive E-LKPD uses one of the softwares, namely FLIP HTML5. FLIPHTML5 is a software used to animate ordinary pdf and make it interactive (Kusumaningrum & Masruro, 2022). FlipHTML5 is capable of accommodating various types of multimedia devices such as text, images, videos, links, animations and can also be accessed online (Rahima et al., 2022). Besides being able to encourage students' activeness in learning, student worksheets can also improve the students' characters, including in *Bahasa Indonesia* lesson (Ghoni et al., 2022).

A study on LKPD of Observation report text entitled "The improvement of Writing Skills of Observation Report Text through Student Worksheets (LKPD) on Class X Students. The result of this study indicated an increase in students' writing skill using the field trip method from cycle 2 to cycle 2. This was proved by an increase in the average score reached 84.4 (Sari et al., 2018). Using E-LKPD in observation report text materials for class X SMA has also been studied in his research entitled "Development of Student Worksheets (E-LKPD) based on the CTL approach to the observation report text for class X SMA," The results of this study showed an increase in students' writing skill using the field trip method from cycle 2 to cycle 2. This was proved by an increase in the average score which reached 84.4 (Sari et al., 2018).

This study was different from the previous research in that this research would develop E-LKPD digital teaching materials using FlipHTML5, which would be combined with live worksheet, google form and the addition of video, audio, images and links. The development of E-LKPD of observation report text materials would be designed base on the students' needs in accordance with the curriculum of *Merdeka*. It is hoped that the development of the E-LKPD would make the learning process more interesting, easy, and effective to improve students' learning outcomes.

The development of the teaching E-LKPD was expected to increase students' self-capacity and can facilitate and guide educators in learning. The curriculum of *Merdeka* teaching materials were developed by fulfilling the following criteria: 1) essential: understanding the concepts of each subject through experience and across disciplines. 2) interesting, meaningful, and challenging: fostering an interest in active learning in the learning process. 3) relevant and contextual: related to knowledge and experience, based on the context of students' time and place. 4) continuous: linkage of the learning activities flow in accordance with the students' learning phase. The development of curriculum of *Merdeka*-based-E-LKPD teaching materials is necessary used as research material. In addition to helping create a flexible independent learning, teachers can also modify E-LKPD to suit the students' characteristics or compose their own E-LKPD base on the characteristics of SMA LTI IGM students. In the implementation, E-LKPD was made base on the students' needs in the field and was designed in such a way to be attractive to make learning materials easier to convey. Therefore, E-LKPD was equipped with instructions for independent study and interactive pictures, videos and link. The developed E-LKPD should be able to increase students' motivation and be effective in achieving the expected competencies base on the level of complexity, especially in the observation report text materials.

Learning of *Bahasa Indonesia* is integrated into text form or, commonly referred to as text-based learning. Various types of texts are taught to students so that they are capable and experience in producing and implementing texts in accordance with social goals and functions. In text-based learning, *Bahasa Indonesia* subject is not only taught as knowledge but as a text which has the function of self-actualization and developing various cultures, especially academic culture (Kurnia & Wahyuddin, 2019). The main subject of the observation report text is not enough if it only explains the

definition and structure of the text; it must go directly to the field to observe certain objects. So, when writing the observation report, text is not appropriate if done in class.

The researcher interviewed various students in Palembang's tenth grade to learn about their experiences at SMA LTI IGM and discovered issues with the students' learning process, particularly in the portion on writing the observation report. These were the issues that were discovered: There were four main challenges that students faced when working with observation report materials: (1) they struggled to understand the sequence of task instructions given in the observation report material; (2) they struggled to determine the sequence of activities to be carried out based on the rules of the observation report; (3) they struggled to draw a conclusion from the observation report; (4) they struggled to compile the observation report because the steps and examples explained were not relevant to them. In light of these issues, this study was conducted because it was deemed necessary to meet the demands of the school's faculty and student body.

Based on the above, the researcher tried to develop digital-based Student Worksheets (E-LKPD) by conducting research with the problems formulated as follows:

- a. How to analyze the needs of E-LKPD for learning of *Bahasa Indonesia* based on curriculum of *Merdeka* at SMA LTI IGM Palembang?
- b. How effective was the E-LKPD in learning of *Bahasa Indonesia* based on the curriculum of *Merdeka* at SMA LTI IGM Palembang?

## 2. METHODS

This research used a mixed method, which collected and analyzed data, integrated findings, and drew conclusions using qualitative and quantitative approaches or methods in one study or investigation program (Tashakkori & Creswell, 2007). This study used a qualitative approach and Classroom Action Research. The qualitative approach was to explain the need analysis of the usage of the application. While CAR was used to test the effectiveness of the usage. This research was conducted at SMA LTI IGM Palembang located on Jalan Kolonel Burlian Km 9.5 Palembang, South Sumatra. The research subjects at the need analysis stage was one teacher of *Bahasa Indonesia* subject class X and two teachers of *Bahasa Indonesia* subject at SMA LTI IGM Palembang. For analyzing the students' characteristics, fifty-two students were randomly selected out of four classes X at SMA LTI IGM Palembang and the effectiveness was evaluated from the results of product try out conducted by sixty-four students of class X at SMA LTI IGM Palembang who were involved in learning *Bahasa Indonesia* subject. Steps in the research were data condensation, data presentation, and drawing conclusions. Data collection techniques used in the need analysis were interview and questionnaire in Google form.

## 3. FINDINGS AND DISCUSSION

The curriculum used in universities is the curriculum of *Merdeka*. The curriculum of *Merdeka* is one of the curriculum concepts that demands independence for students. This curriculum does not limit the concept of learning that takes place at school or outside of school and also requires creativity for teachers and students. This curriculum of *Merdeka* learning also aims to answer the education challenges in the industrial revolution 4.0 era where in the realization it must support skills in critical thinking and problem solving, creative and innovative, as well as skillful in communicating and collaborating for students. The curriculum of *Merdeka* prioritizes character development through content on learning and profile of student of *Pancasila*. The characters formed are important points in *Pancasila*, have noble characters, be pious, independent, thinking, critical, and able to work together, and creative. In line with this, the curriculum is a reference for every educator in implementing the teaching and learning process. Indonesia is a country that has made changes/revisions to the curriculum several times (Manalu et al., 2022). The curriculum of *Merdeka* prioritizes character development through content on learning and profile of student of *Pancasila*. The characters formed are

important points in *Pancasila*, have noble characters, be pious, independent, thinking, critical, and able to work together, and creative (Solehudin et al., 2022).

SMA LTI IGM has implemented the curriculum of *Merdeka*. Developing this curriculum cannot be separated from the vision and mission of the school. One of the school's missions is related to the development of information technology life skill. SMA LTI IGM Palembang organizes and develops differentiated, independent learning and technology-based learning with all digital learning so that in order to achieve this mission, SMA LTI IGM implements learning with mastery of technology starting from facilities and infrastructure to learning resources and teaching materials, all elements are in digital forms. Based on this, it is necessary to develop digital teaching materials in the form of E-LKPD to facilitate students in differentiated and independent learning.

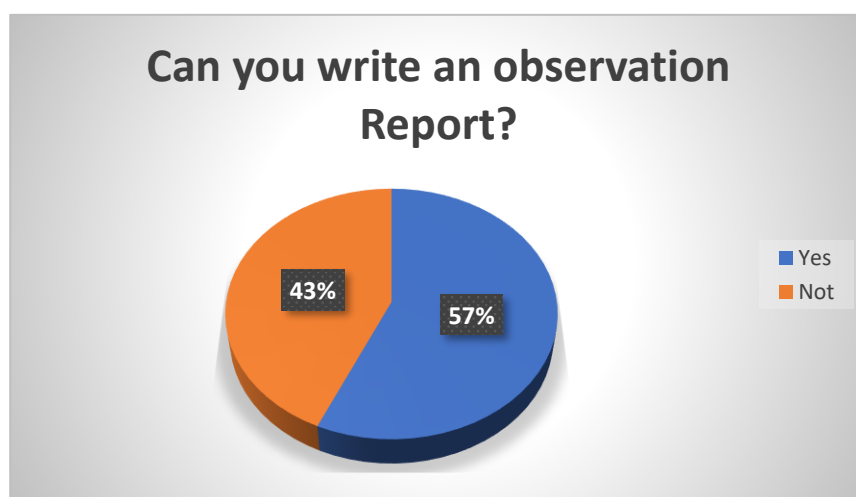
The result of the questionnaire about the need for teaching materials showed 87% students stated that they needed teaching materials. The results of the questionnaire were followed up with an interview. The result of the interview showed that so far books of statistics have been available. However, students said that the materials presented in most of the books were not in accordance with the competencies set by the school which had to be achieved by them. In addition, the existing books do not present examples of problems in the field of education. Students were faced with problems in the learning process in the field, so it was important to develop E-LKPD teaching materials to become digital teaching materials with the adaption to the materials and students' characteristics.

### 3.1 The Student' Characteristics Analysis

The next stage of need analysis was analyzing the students' characteristics which was carried out by distributing questionnaire and interviewing teachers of *Bahasa Indonesia* in the form of identifying the scope of research, analyzing teaching of *Bahasa Indonesia* subject, and then analyzing students. The following was the each explanation: Identifying the research scope. This research could solve students' learning problems at SMA LTI IGM Palembang, especially in *Bahasa Indonesia* subject. From the result of the questionnaire, there were characteristics of class X students of SMA LTI IGM Palembang. Based on the questionnaire distributed to students, data obtained from 64 respondents 43.8% were female and 56.3% were male.

Based on the interview with several students of class X at SMA LTI IGM Palembang conducted on August 31, 2022, the researcher found problems in the students' learning process, especially in the section on writing the observation report at SMA LTI IGM. The problems found were as follows: (1) Students had difficulties understanding the flow of task instructions given in the observation report material; (2) students often had difficulties to determine the sequence of activities to be carried out base on the rules of the observation report; (3) students had difficulties to make conclusions on the observation report; (4) students experienced difficulties in compiling observation report because the stages and examples explained were not relevant to the students' condition; (5) the material presentation of the observation report given by teachers was considered less attractive. . Based on these problems, this research was carried out because it was considered important to fill the teacher and student needs at SMA LTI IGM Palembang. Another reason for the school as the object and place of research was because SMA LTI IGM Palembang was chosen to be *Sekolah Penggerak* for the academic year 2022/2023, which implemented the curriculum of *Merdeka*.

1. In general, learning so far has been carried out more in the form of assignments to study relevant materials given by teachers, then in the form of assignments to observe an object. 66.7% of students considered the material presented by the teacher less interesting. Students thought this method did not help them understand the material provided.
2. From all respondents involved in the need analysis process, they needed the teaching materials developed had at least innovative elements, provide real experiences, contained 3-dimensional elements and were completed by illustrations and videos. The following was the recapitulation of the need analysis results. 42.2% of students could not write observation reports.

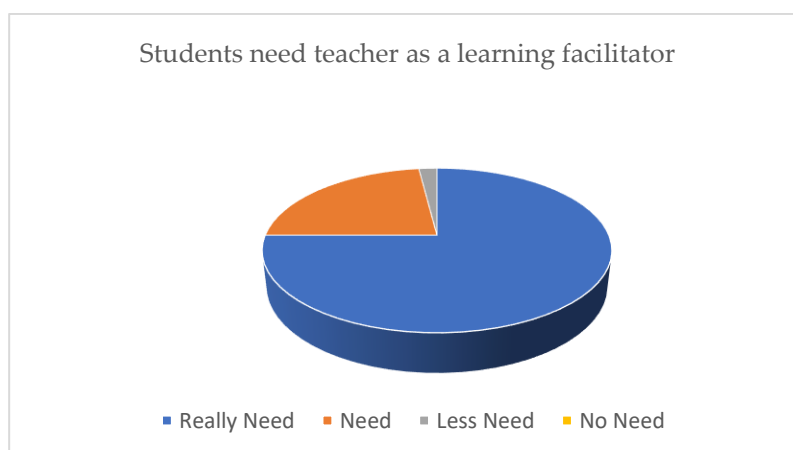


**Figure 1.** The result of interview about the ability to write an observation report

Based on Diagram 1, it was shown that there were 43% respondents, meaning that many of the respondents, could not write an observation report. The teaching materials of the observation report text depended on the curriculum policy adopted by a school. In addition, the informatics life skill – based vision and mission of the school must be in accordance with digital-based learning.

### 3.2 The Teacher Analysis

The teacher analysis analyzed in this section was related to the teacher as a learning facilitator, which provided learning materials, motivated, and became a manager in learning. To obtain this data, questionnaire was distributed to class X students of SMA LTI IGM Palembang. The type of questionnaire used was a closed questionnaire using Google form. Based on data from the questionnaire, the information obtained could be seen in Diagram 2 below:



**Figure 2.** The result of the questionnaire on the students' needs to teacher

According to the data presented in Diagram 2, it was determined that 75% of the respondents expressed a strong desire for a teacher to promote and stimulate their learning. This indicates that a majority of the participants recognised the importance of teacher involvement in their educational experience. Moreover, a significant proportion of respondents (23.4%) expressed the requirement for the teacher's involvement, highlighting the crucial role they play in supporting effective learning and ensuring its sustained progress. One of the necessary preparations undertaken by the teacher is the

provision of student worksheets, either in physical or electronic format. The E-LKPD represented a significant advancement and a novel innovation in the realm of student worksheets, taking the form of paper sheets. The utilisation of technology facilitated the form and methodology of work, rendering them portable and accessible at any given time and location. The provided resource served as a practical manual for students, facilitating the execution of educational tasks through electronic means. This digital format allowed for convenient accessibility across many devices, including desktop computers, notebooks, smartphones, and mobile phones (Kusumasari, 2022).

E-LKPD is useful for helping students learn and can also accelerate access for educators in providing information on lessons to be studied (Fitriyah & Ghofur, 2021). E-LKPD can help the teaching and learning process in the 4.0 revolution era with the objective of improving students' skill in utilizing facilities and learning online (Ananda et al., 2022).

**Table 1.** The identification of students' needs in learning process

Percentage	Data Results
91%	students need to carry out presentations and discussions the observation report text materials
81,3%	students need teacher as motivator in learning
85,9%	students need teacher as manager in learning

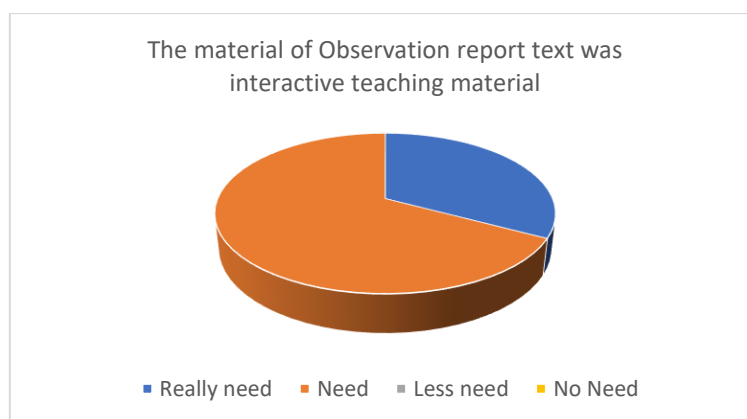
### 3.3 The Learning Barrier Analysis

The analysis of barriers in the task of the observation report text analyzed in this section was related to the difficulties faced by students. Learning of the observation report text can drill students to be more active in writing so that it would be very useful for students to implement in everyday life, especially in writing activities (Putri et al., 2021). The text of the observation report is a text which had a general description structure and a special description (Tri Sudrajat et al., 2020). This needs to be analyzed regarding the problems in writing the observation report text. To obtain this data, questionnaire was distributed to students of SMA LTI IGM. The type of questionnaire used was a closed questionnaire using Google form. Based on data from the questionnaire, the information obtained could be seen in Table 2 below.

**Table 2.** The Students' Barrier Analysis

Percentage	Data Result
40,6%	Students still had difficulties to analyze the linguistic rules of the observation report text
17,2%	Students did not understand the structure of observation report text
15,6%	Students did not understand the task orders given by the teacher properly
12,5%	Students still had difficulties to write the observation report text
9,4 %	Students did not understand the structure of the observation report text

From the result of the need analysis above, students stated that 40.6% still had difficulties analysing the linguistic rules of the observation report text. Then 17.2% of students did not understand the structure of the observation report text, and 15.6% said they did not understand the task orders given by the teacher properly. Furthermore, 12.5% still had difficulties to write the observation report text. They needed interactive and fun learning to support learning innovation, especially in Bahasa Indonesia subject.

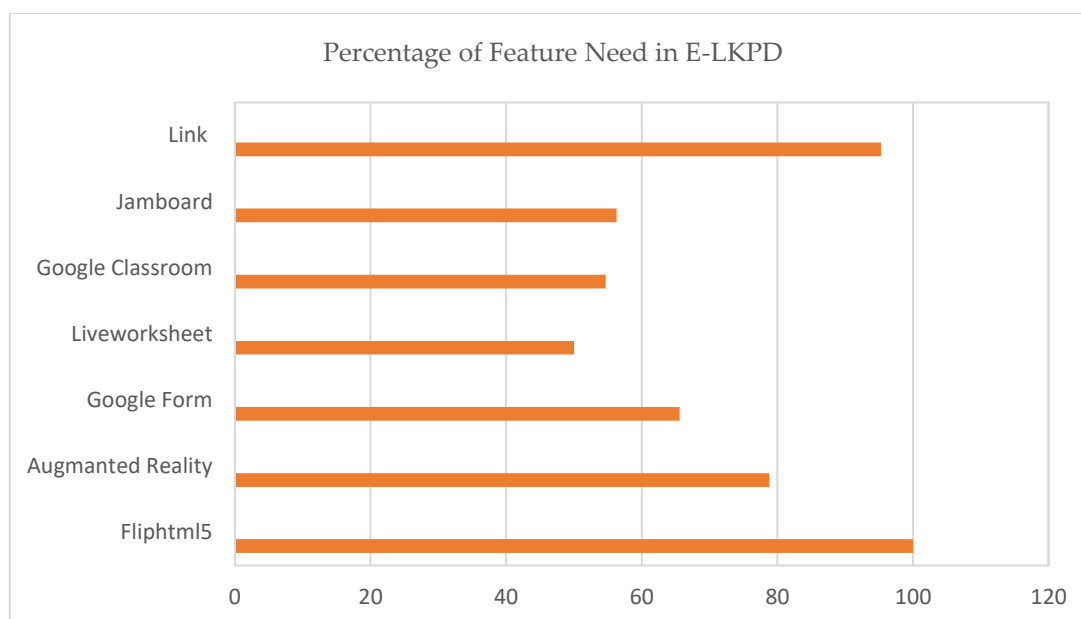


**Figure 3.** Analysis of Material Observation Report Text

Based on the analysis above, teachers needed the right solution in the form of interactive teaching materials. The teaching materials base on the observation report text materials are E-LKPD. The identification of the need analysis described above showed 68.8% of students in class X who were randomly selected stated that they were interested in learning facilitated with an application with various interactive and practical features to use, especially for the observation report text materials because it could simulate an object in a real way such as presenting an object concretely through visualization with the objective of introducing and clarifying abstract concepts. It could help students write observation report texts more easily and encourage the emergence of more advanced learning activities.

### **3.4 The Feature Analysis in E-LKPD**

The characteristic analyzed in this section was related to the features needed by students in the E-LKPD. The use of E-LKPD in learning activities would be able to activate students, enable them to study independently base on their abilities and interests, stimulate learning activities and provide variations to learning activities so that students did not get bored easily (Eliati, 2020). Electronic student worksheets were integrated with technology in which they make students easy to learn, investigate, analyze and solve problems independently, and by using Android students could easily access E-LKPD anywhere and anytime (Farizka et al., 2021). The result obtained from the need analysis for additional features in the E-LKPD were gotten by distributing a questionnaire to class X students of SMA LTI IGM Palembang. The type of questionnaire used was a closed questionnaire using a Likert Scale. Based on data from the questionnaire, information obtained can be seen in figure below.



**Figure 4.** Percentage of features Need in E-LKPD

Based on the analysis above, teachers needed the right solution in the form of interactive teaching materials. Teaching materials base on the observation report text materials were E-LKPD. It should have interactive features including links, barcodes, videos, augmented reality which could be used to observe the objects directly provided in the Augmented Reality feature without having to go to the field to observe the object. The required E-LKPD must be suitable with the students' needs and characteristics so that they could help students improve learning outcomes. This really supported the development of interactive E-LKPD by using valid, practical, and effective FlipHtml5 for improving student learning outcomes.

Through Google, the second point proved that 65.8% of students needed an additional Google form link to make easier to work on multiple choice questions which aim to measure knowledge about the observation report text materials. This aspect was also in line with the third point: 50% of students liked and needed additional work with live worksheets which contained interactive ways of working on student worksheets and various types of questions such as matching, right-false and drop & drag. The data from the characteristics and need analysis showed that 54.7% of students needed the assessments that had been done to be collected using Google Classroom, which was easy to upload. Then 56.3% of students during reflection at the end of learning needed a platform such as a jamboard to make easier to write reflections on their learning at each meeting. This is suitable with the supporting facilities and infrastructure in schools where SMA LTI IGM supported fast internet and free wi-fi. In fact, SMA LTI IGM students were used to using electronic laptops, tablets they owned and used every day. Therefore, an E-LKPD which could be done on a smartphone and could be accessed anywhere and anytime was a need for SMA LTI IGM Palembang students.

Moreover, there is a requirement for an inventive, captivating, and utilitarian Electronic Learning and Teaching Material (E-LKPD) in the shape of a FlipHtml5-based E-LKPD. This E-LKPD should incorporate observation report texts supplemented with Augmented Reality features, Google Form links, interactive worksheets, and integration with Google Classroom and Google Forms. The purpose of this comprehensive approach is to enhance students' learning outcomes in alignment with the predetermined learning objectives. Based on the aforementioned observations, it was determined that there was a lack of comprehension among certain students about the observation report texts in the context of Bahasa Indonesia instruction. A significant proportion of students, namely over 43%, encountered difficulties in composing the observation report text during the learning process. This challenge can be attributed to the lack of instructional resources that could serve as practical worksheets for students. The absence of a digital worksheet posed a challenge for pupils in composing their

observation report prose. The analysis of the distributed questionnaire revealed that the students expressed a need for interactive teaching materials. Specifically, they emphasised the importance of these materials being prepared by subject teachers themselves, use straightforward language that facilitates comprehension for students. Additionally, the students indicated a preference for concise content and the inclusion of practise questions. A significant majority, specifically 75% of students, expressed the need for an Electronic Learning Kit for the Purpose of Development (E-LKPD) as a form of instructional resource.

This E-LKPD should include appealing, functional, and efficient attributes to facilitate the composition of observation report texts. According to Matsun et al. (2022), the incorporation of interactive electronic learning materials (E-LKPD) into educational practises has the potential to engage students actively, foster independent learning based on individual abilities and interests, stimulate learning activities, and introduce diverse approaches to prevent student disengagement. The utilisation of interactive Electronic Learning and Teaching Materials (E-LKPD) has facilitated students in acquiring knowledge, conducting investigations, analysing information, and autonomously resolving problems. Moreover, the accessibility of E-LKPD enables students to conveniently access the materials from any location and at any time.

The development of the E-LKPD was adapted to the curriculum, written and designed based on the students' needs. It used communicative language, referred to the competencies to be achieved and it was compiled for the instructional process. In general, it could be said that E-LKPD could develop the potential of students to become independent learners. The materials expected by students was the materials for writing observation report text.

In *Bahasa Indonesia* subject, learning to compose observation report texts is important because in the implementation of learning students are drilled to make the observation reports in written form by using good and correct Indonesian language. The learning of observation report texts could practice students to be more active in writing so that it would be very useful for students to implement in everyday life, especially in writing activities (Putri et al., 2021) The observation report text aimed to inform the objective conditions of something being observed and analyzed systematically, not added with personal responses about the reported object. With the existence of an interactive E-LKPD which made students easy to write observation report texts and supported students' independence in learning base on the curriculum of *Merdeka*. The development of the E-LKPD that would be carried out referred to the development procedure using the Dick, Carey & Carey model. There are ten research and development stages : (1) identify Instructional goals, (2) conduct Instructional Analysis, (3) identify entry behaviors (4) write performance Objectives, (5), Develop criterion referenced tests, (6) Develop Instructional Strategy, (7) Develop and Select Instructional Materials, (8) Develop and Conduct Formative Evaluation, (9) revise instruction an ongoing basis, (10) Develop and conduct Summative Evaluations. The Dick, Carey & Carey model was selected because it was suitable to the procedure used in developing digital teaching materials in the form of E-LKPD.

In the process of collecting data regarding the analysis of the needs and characteristics of students, researchers used a questionnaire shared through a google form link to find out the needs of teachers and the characteristics of students for the learning process so as to be able to develop E-LKPD which can increase the accuracy of writing observational texts . In accordance with the statement, E-LKPD research has been studied in his research entitled "Improving Text Writing Skills of Observation Reports through the Application of Student Worksheets (LKPD) to Class X Students" Another research on the text of observation reports that uses the field trip method to improve students' writing skills. The results of this study showed an increase in students' writing skills using the field trip method from cycle 2 to cycle 2. This is evidenced by the increase in the average value which reached 84.4 (Sari et al., 2018).

The research conducted by the author investigates the use of student worksheets (LKPD) as a means to enhance the text writing skills of Class X students in the context of observation reports. This study examines the use of field trips as a means to enhance students' writing abilities, focusing specifically on observation reports. The findings of this study revealed a significant improvement in

students' writing proficiency while employing the field trip approach from cycle 1 to cycle 2. This is supported by empirical data indicating a rise in the mean value, which was recorded as 84.4 (Sari, 2018). Prior studies have elucidated that the Student Worksheet, also known as E-LKPD, is developed in accordance with the Contextual Teaching and Learning (CTL) approach. This technique is applied specifically to the text material of the observation report in the context of high school level education for tenth grade students. This study focuses on research and development activities that employ the ADDIE approach. The analysis of data in this study was conducted utilising descriptive statistics. The findings derived from this investigation demonstrate that the E-LKPD medium exhibits a significantly high level of validity. Furthermore, the use of E-LKPD utilising the CTL technique has been shown to significantly enhance student learning outcomes, resulting in a notable increase from below 55 to 86. According to the findings presented, it can be inferred that the implementation of E-LKPD, utilising the CTL approach, is a viable option for development and instruction in class X of senior high schools. This conclusion is drawn based on the observed enhancement in the academic performance of Indonesian students (Aprilda & Kusmana, 2021).

#### 4. CONCLUSION

Based on the analysis of the learning scope and characteristics of class X students at SMA LTI IGM Palembang, it can be inferred that there is a requirement for an interactive E-LKPD innovation for the observation report text materials. This innovation should offer practical and enjoyable experiences for students while working on their worksheets. Additionally, it should incorporate technological features that align with the students' needs and characteristics. The primary purpose of this initiative was to support students in enhancing their learning outcomes in alignment with the predetermined learning objectives. The study's limitations were the exclusive analysis of the students' needs at SMA LTI IGM Palembang and the reliance on online connectivity for accessing the observation report text's E-LKPD through FlipHTML5. Consequently, students without internet access were disadvantaged by this constraint. In conclusion, based on the need analysis conducted on the material scope, the need analysis of Bahasa Indonesia teachers, the analysis of student characteristics, and the identification of infrastructure facilities at SMA LTI IGM Palembang, it is evident that there is a requirement for innovative digital teaching materials in the form of E-LKPD. These materials should focus on observation report text materials and incorporate elements such as images, videos, and 3D objects. By aligning with the students' needs and characteristics, these materials aim to facilitate a more effective and efficient process of object observation for the students. The E-LKPD possessed practical functionalities that were accessible at any location and time, facilitating students in their practical observation and completion of worksheets.

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