

Need Analysis of Interactive E-Worksheet as a Source of Digital Learning based on Local Wisdom in Learning Folklore Texts

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ABSTRACT

Worksheet refers to a document or a digital file that contains exercises, questions, or tasks for students to complete as part of their learning activities. This study aims to analyze the need for an appropriate interactive E-Worksheets in learning folklore texts. This research is a qualitative descriptive research. In this qualitative research, the research instrument is the researcher himself. The subjects in this study were students of senior high school in Padang. Data collection techniques in this study used a questionnaire. This data collection technique is in the form of a questionnaire filled out by students. Based on the results and discussion, it can be concluded that E-Worksheets can increase students' interest in learning, especially in learning folklore texts. The implications of this research highlight the importance of incorporating interactive E-Worksheets in teaching folklore texts. Educators and curriculum developers can use these findings to design and implement digital learning materials that engage students and promote a deeper understanding of cultural heritage.

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1. INTRODUCTION

In the all-digital era like today, all things will be linked or all things must be related to what is called digital. One of them is the world of education, at this time the world of education will be associated or closely related to what is called digital. Especially since we experienced the Covid-19 outbreak yesterday (Boeriswati, Lustyantie, & Ulya, 2021; Gani & Ulya, 2022; Hayati, Ulya, Amazola, Hafrizal, Galuh, & El Husna, 2022; Rasyid, Ulya, Hayati, & Asmawati, 2023; Ulya, Syahrul, Juita, 2013). All activities are online. There are no activities that are directly related (face-to-face). At that time, the government issued a policy through Circular Letter (SE) Number 4 of 2020, where distance learning was carried out, with learning activities carried out online at their respective homes (Simanjuntak et al., 2020). In a sense, students and

teachers conduct online learning, but are still in touch through applications that will later connect and bring together students and teachers in carrying out learning. Students will be directed to study independently (Saraswati & Novallyan, 2018).

The Minister of Education, Culture, Research, and Technology issued circular letters related to the policy of home learning as a strategy to fulfill children's right to education during the pandemic. Chryshna (2020) stated that home learning is carried out in two ways: online distance learning and offline learning, depending on the availability and readiness of facilities and infrastructure. Online distance learning can utilize resources obtained from the Rumah Belajar platform by the Ministry of Education, Culture, Research, and Technology, educational TV programs by the Ministry of Education, Culture, Research, and Technology, digital learning materials by the Data and Information Center and SEAMOLEC of the Ministry of Education, Culture, Research, and Technology, as well as various digital books available on the internet. In addition, offline learning is conducted through the use of physical materials such as books, modules, and teaching aids by students and teachers.

Digital learning media are learning media that work with digital data or can produce a digital image that can be processed, accessed, and distributed using digital devices (Batubara, 2021). Digital learning is learning that is done using digital. In online learning, more use or need or use what is called a digital device. Digital devices here can be like, computers, cellphones, laptops, and others. Digital learning itself has many ways to do or apply it. This can be done by using the application, via the web, or using the site. Along with the development of technology, technology in the world of education is also developing. Technological developments have the impact of increasing openness and the spread of information and knowledge throughout the world across the boundaries of distance, place, space and time (Nana et al., 2019). One of them is the existence of this digital learning resource. One of digital learning is the interactive application of E-Worksheets in the learning process.

E-Worksheets come from LKPD, which is modified into a file form that is opened electronically. The worksheet is a tool that includes the assignment of tasks in which it is usually used with the aim of improving problem solving abilities in students (Kahar & Layn, 2018). E-Worksheets is one of the teaching materials for students needed to support students to play an active, independent, more enthusiastic and creative role in participating in classroom learning (Umriani & Suparman, 2019) which will have an effect on improving students' learning abilities or critical thinking (Fitria & Suparman, 2019). E-Worksheets also play a role in increasing and providing interest in learning, as well as providing learning motivation to students. With the E-Worksheets students are more motivated to learn, because the E-Worksheets itself provides things that can make students not bored or monotonous in learning later. One of them, in this E-Worksheets there are animations, videos, and also learning that will attract more students' attention in learning later. This E-Worksheets is also expected to be interactive in its application in learning, or later it will be called interactive E-Worksheets.

One of the things that attracts students' attention in learning to use this interactive E-Worksheets is the presence of local wisdom in the interactive E-Worksheets itself. Later in the interactive E-Worksheets students will have elements of local wisdom in it, where later this element of local wisdom will add an interesting impression in the E-Worksheets learning. Local wisdom is a view of life and knowledge as well as various life strategies in the form of activities carried out by local communities in responding to various problems in meeting their needs (Cholih, 2020; Ulya, 2016; Ulya, 2017; Ulya, 2022; Ulya, Gani, and Noveria, 2022). Local wisdom in this interactive E-Worksheets has the meaning of elements with the theme of local culture which will later be added to the students' interactive E-Worksheets. Where the purpose of adding this element of local wisdom is in order to improve and provide an interesting attraction in student learning later. Students also do not feel bored or monotonous with this element of local wisdom in their interactive E-Worksheets later.

In learning Indonesian, especially the folklore text material itself, learning using these interactive E-Worksheets will be needed. Where in learning Indonesian with folklore text material requires understanding accompanied by applications that can guide students in learning. One of them, video animation is needed which can later make students better understand and understand a folklore that

is being discussed. In the future, students will not be pegged to stories in the form of text only, which will make students bored. In learning using interactive E-Worksheets, it will provide interesting things, which can make students interested in learning. Especially in learning Indonesian with folklore text material. This will make it easier for students to understand the storyline and also make students understand more quickly later. Animation also makes students' interest in learning increase later.

The problem that researchers get when conducting observations is that student learning resources have not varied and there are still few learning resources that can increase students' interest in learning. There is no use of interactive E-Worksheets as teaching materials in Indonesian language learning activities. E-Worksheets need analysis has been done by previous researchers. Some relevant research is the Analysis of E-Worksheets Needs According to the *Problem Based Learning Model* to Improve Creative Thinking Skills conducted by Ahmad Asrori and Suparman (2019) with the result that students' creativity abilities are still low so that teachers and students need E-Worksheets with *Problem Based learning models. Learning* (Asrori & Suparman, 2019). Further relevant research was conducted by Salma Tua Nababan and Desy Hanisa Putri entitled Analysis of the Need for E-Worksheets Against Physics Learning in the Covid-19 Pandemic with the conclusion that students and teachers really need E-Worksheets as a learning resource to help students understand the concepts of physics in learning physics during the Covid-19 pandemic (Nababan & Putri, 2022).

In addition, there is also relevant research conducted by Hesti Wulandari and Suparman entitled Analysis of the Need for E-Worksheets to Stimulate Critical Thinking Ability with the conclusion that the critical thinking ability of scholars is still low so that E-Worksheets may be used as teaching materials, especially E-Worksheets which has an *inquiry model*, is needed by teachers to support other teaching materials that are already in the classroom (Wulandari & Suparman, 2019). As well as research conducted by Ganis Yoga Purnama & Suparman entitled Analysis of the Need for E-Worksheets to Support the CTL Learning Model to Stimulate Students' Critical Thinking Ability with the conclusion that students need E-Worksheets as a support for the learning model CTL to improve students' creative thinking skills (Purnama & Suparman, 2020).

Based on the literature study, there have been seven previous studies conducted by researchers on the use of e-worksheets. Firstly, a study titled "Designing E-Worksheet Based on Problem-Based Learning to Improve Critical Thinking" (Sujatmika, Irfan, Ernawati, Wijayanti, Widodo, Nurdiyanto, & Rahim, 2019). Secondly, "Development of E-Worksheet on Linear Equations and Inequalities Topics Based on Tri-N" (Wijayanti, Arigiyati, Aulia, & Widodo, 2021). Thirdly, a study on "The Development of E-Worksheet Using Kvisoft Flipbook Maker Software Based on Lesson Study to Improve Teacher's Critical Thinking Ability" (Erna, Elfizar, & Dewi, 2021). Fourthly, "E-Worksheet for Science Processing Skills Using Kvisoft Flipbook" (Asrial & Ernawati, 2020). Fifthly, a study on "The Analysis and Design of Guided Inquiry E-Worksheet Based to Develop High Order Thinking Skills" (Riyadi, Ertikanto, & Suyatna, 2018). Sixthly, a study on "Developing English Interactive Multimedia Students' E-Worksheet for Fourth Graders of Elementary School" (Arifin, 2014). Lastly, a study titled "Development of E-Worksheet of Integration Technique Rational Functions Different Linear Factors to Improve Mathematical Creative Thinking Skills" (Siregar, Solfitri, & Siregar, 2022).

Based on the seven studies conducted by previous researchers on the use of e-worksheets, it can be understood that these studies tend to focus on the aspect of e-worksheets as a medium. Additionally, these studies are associated with the development of critical thinking skills, with minimal emphasis on language learning, specifically at the senior high school level. Furthermore, the gap and novelty of this study in relation to previous research lie in three aspects: (1) this study positions e-worksheets not only as a medium but also as content; (2) this study is based on local wisdom in folklore materials that have not been explored by previous research; and (3) this study specifically focuses on Indonesian language learning at the senior high school level in Padang.

Based on the results of these studies indicate that the level of need for E-Worksheets for students and teachers is still high. Therefore, supported by various relevant studies and explanations that have been presented by previous researchers, it is necessary to analyze the needs of interactive E-Worksheets

as a source of digital learning based on local wisdom in learning folklore texts. This study aims to analyze the need for appropriate interactive E-Worksheets in learning folklore texts.

2. METHOD

This research is a qualitative descriptive study. Where in this descriptive study, the researcher analyzes or describes the results of the data that has been collected regarding an object so that conclusions are created. In this qualitative research, the research instrument is the researcher himself. The focus of this research is to analyze the need for interactive E-Worksheets as a source of digital learning based on local wisdom in learning folklore texts.

The subjects in this study were students of senior high school in Padang, which amounted 44 students. Data collection techniques in this study used a questionnaire. This data collection technique is in the form of a questionnaire filled out by students, and the questionnaire used is a closed questionnaire using *yes* or *no* question. The questionnaire consists of 27 question items. The assessment framework consists of five aspects, namely: (1) overview of e-worksheets, (2) effectiveness and efficiency of e-worksheets, (3) completeness and features of e-worksheets, (4) students' interest and engagement with e-worksheets, and (5) accessibility of e-worksheets for students. The researchers' data collection techniques were (1) researchers made a questionnaire, (2) the questionnaire was later distributed to students, (3) students filled out the questionnaire, (4) researchers saw the results of the questionnaire analysis, and (5) researchers made conclusions from the results. The data obtained will be further analyzed using descriptive statistics in the form of percentages.

3. FINDINGS AND DISCUSSION

Digital learning in this study is a learning process that uses digital media and is still related to technology or digital. One of them is the teaching materials. E-Worksheets teaching materials are a form of digital learning. Based on local wisdom in the discussion of this research is the existence of cultural elements in the, which students will use later.

Specifically, this research will analyze the needs needed in creating or creating interactive E-Worksheets based on local wisdom in learning folklore texts. To achieve this goal, researchers need to carry out a series of stages, namely, (1) reviewing digital learning, (2) reviewing interactive E-Worksheets based on local wisdom in learning folklore texts, and (3) analyzing the need for interactive E-Worksheets based on local wisdom. in learning folklore texts.

3.1 Digital Learning

Digital learning is learning using technology or electronic media. Digital learning is very much and is often used in the world of education. However, there are still many who do not use it. Digital learning greatly facilitates students in doing learning, because with digital learning learning is more interesting and increases student learning interest. Digital learning has differences in terms of teaching styles, techniques and motivation of learners and teachers, and digital learning models are an effective future model because they are in accordance with technological demands (Munir, 2017).

In order to carry out digital learning, the scope of competence for a teacher in this case is a teacher, in digital learning includes learning preparation consisting of planning and organizing learning, presentation skills both verbal and non-verbal, collaboration between teaching staff, questioning strategy skills, expertise in mastery of learning materials, involving learners in learning and coordinating their learning activities, knowledge of learning theory, knowledge of digital learning, knowledge of learning planning, and mastering the learning media used (Crys, 1997). Digital learning in this study is an interactive E-Worksheets that will be used in learning folklore texts later. Researchers use these interactive E-Worksheets as digital learning in learning folklore texts. To realize this, a needs analysis from E-Worksheets is needed by distributing questionnaires to students.

3.2 Interactive E-Worksheets based on local wisdom in learning folklore texts

The interactive E-Worksheets is a teaching material that is in accordance with the learning being discussed. This E-Worksheets will later be given by students during learning. Therefore, an analysis of the needs of the E-Worksheets that will be used by students is needed later. This E-Worksheets will provide attractiveness and interest to students to be more enthusiastic and easy to understand learning. This E-Worksheets will also be based on local wisdom, where in this E-Worksheets, there is an element of local culture that lies behind the E-Worksheets. This is intended to make the E-Worksheets display more attractive, and students also understand it faster.

Especially in learning folklore texts, where later students are asked to understand the contents of the given folklore. With the E-Worksheets it is easier for students to understand the story that is being told, because the display will be in the form of an animated video, not just text. This will make students more quickly understand the content of the story from the text. In this E-Worksheets, there will be learning materials added with animation, in order to increase students' interest in learning and understanding.

3.3 Need analysis of interactive E-Worksheets based on local wisdom in learning folklore texts

The assessment instrument consists of 27 items developed from five aspects, namely: general overview of e-worksheets, effectiveness and efficiency of e-worksheets, completeness and features of e-worksheets, students' interest and engagement with e-worksheets, and accessibility of e-worksheets for students. The statements are in the form of yes-no questions. These five aspects are intended to gauge students' perceptions and needs regarding locally-based e-worksheets. Additionally, it can also demonstrate the practicality of locally-based e-worksheets in enhancing the quality of Indonesian language teachers' instruction on folklore texts. The following are the results of the analysis of the need for interactive E-Worksheets as a source of digital learning based on local wisdom in learning folklore texts.

Table 1. Respondent's Answers and Perceptions Regarding E-Worksheets

Num.	Items	Yes	No
1	The development of the digital era affects learning	93,2	6,8%
2	Some students who have heard of E-Worksheets	54,5	45,5
3	Some students know and some don't know E-Worksheets	47,7	52,3
4	After being given a brief explanation, students understand what E-Worksheets is	100	0
5	E-Worksheets can already be applied in Indonesian language learning	75%	25%
6	E-Worksheets is effective as digital learning	97,7	2,3
7	E-Worksheets is efficient in learning Indonesian	90,9	9,1
8	Students prefer and quickly understand learning using cellphones (with animation)	34,1	65,9
9	E-Worksheets is appropriate to use in learning folklore texts	77,3	22,7
10	Students prefer additional interesting things in the E-Worksheets	9,1	90,9
11	Interesting things in E-Worksheets can attract students' interest in learning	95,5	4,5
12	The presentation is equipped with videos and animations, making it easier for students to understand learning	100	0
13	E-Worksheets in learning folklore texts is more interesting than LKPD in learning folklore texts	93,2	6,8

14	E-Worksheets in learning folklore texts is easier to understand than LKPD in learning folklore texts	93,2	6,8
15	E-Worksheets in learning folklore texts is more effective and efficient than LKPD in learning folklore texts	93,2	6,8
16	Digital learning affects student activity in learning	95,5	4,5
17	Digital learning affects students' understanding in learning	90,9	9,1
18	Students prefer to learn by using E-Worksheets	93,2	6,8
19	According to students, LKPD seems monotonous	75	25
20	Local wisdom in E-Worksheets increases students' interest in learning	97,7	2,3
21	E-Worksheets are more interesting and varied in learning	97,7	2,3
22	E-Worksheets are more interactive	93,2	6,8
23	Learning with animation is more interesting	100	0
24	E-Worksheets make it easier for students to access it anywhere	97,7	2,3
25	E-Worksheets do not make it difficult for students	15,9	84,1
26	E-Worksheets not efficient	6,8	93,2
27	E-Worksheets not interesting	4,5	95,5

Based on a detailed analysis of the presented data, several important findings can be highlighted. In the first statement, 93.2% of the respondents agreed that the development of the digital era impacts learning. This indicates that the majority of students recognize the positive influence of technological advancements on the teaching and learning process. Regarding the second statement, 54.5% of the students reported having heard of E-Worksheets. While this percentage is significant, it is worth noting that 45.5% of the students are still unfamiliar with the concept. This highlights the need for further efforts to introduce E-Worksheets to students to ensure their optimal utilization in learning.

In the third statement, 47.7% of the students claimed to have knowledge about E-Worksheets, while 52.3% stated otherwise. However, after a brief explanation, all students (100%) expressed their understanding of what E-Worksheets are. This indicates that the provided explanation had a significant impact on enhancing students' comprehension of the E-Worksheets concept. In other statements, the majority of students expressed that E-Worksheets are effective (97.7%) and efficient (90.9%) in learning. They also indicated a preference for using E-Worksheets (93.2%) and believed that E-Worksheets incorporating local wisdom elements can enhance their interest in learning (97.7%). Moreover, students perceived E-Worksheets to offer greater variety and interest in the learning process (97.7%).

However, it is essential to consider some noteworthy observations. A few students (15.9%) found the use of E-Worksheets somewhat confusing, while a small percentage (6.8%) considered them inefficient. Additionally, a minority of students (4.5%) did not find E-Worksheets interesting. E-Worksheets have significant potential in increasing students' interest and comprehension in learning. Although there are some challenges to address, such as students' initial understanding of E-Worksheets, usability difficulties, and students' perceptions of the effectiveness and attractiveness of E-Worksheets, this research provides a strong foundation for the development and optimization of E-Worksheets' utilization in future learning contexts.

Based on the needs analysis, interactive E-Worksheets incorporating local wisdom elements have the potential to serve as engaging learning resources for students studying folklore texts. Previous research has demonstrated that the use of digital technology in education can enhance students' interest and motivation, as well as facilitate better understanding of the learning material. In this context, interactive E-Worksheets with local wisdom elements can enrich students' learning experiences by presenting culturally relevant content and values.

Interactive E-Worksheets allow students to interact directly with the learning material through elements such as animations, videos, and varied content presentations. Through the use of digital technology, students can gain more engaging and interactive learning experiences. These elements not

only introduce variety in the learning process but also enhance students' understanding of folklore texts by providing clearer visual representations and bringing the stories conveyed through the texts to life (Zuve, Atmazaki, Ardoni, Amir, Afrita, Ulya, & Henanggil, 2023).

The incorporation of local wisdom elements in E-Worksheets helps foster a sense of connection between students and the learning content. By involving cultural and local traditions in the learning process, students can relate the material they are studying to their own surroundings (Afrita, Saputra, Ulya, & Efrianto, 2021). This aids in their comprehension of the relevance and significance of folklore texts in their daily lives, thus enhancing their interest and motivation to learn. The utilization of interactive E-Worksheets with local wisdom elements has the potential to create a more engaging, diverse, and relevant learning environment for students. By presenting content that aligns with local culture and values, E-Worksheets can provide students with more meaningful and authentic learning experiences. In the current digital era, technology can effectively facilitate the integration of local wisdom in education, thereby fostering students' understanding and appreciation of folklore texts and encouraging active participation in the learning process.

Furthermore, the need for further research is identified to assess the actual impact and effectiveness of E-Worksheets in facilitating learning outcomes related to folklore texts. This implies the importance of conducting more comprehensive studies that include objective assessments of students' understanding and retention of the content. Additionally, investigating the long-term effects of using interactive E-Worksheets in comparison to traditional teaching methods can provide valuable insights into their potential benefits and limitations. In summary, this research emphasizes the positive impact of interactive E-Worksheets on students' interest in learning folklore texts. The implications suggest the significance of incorporating technology and local wisdom elements in educational resources, while also emphasizing the need for additional research to explore the broader implications and effectiveness of such digital learning materials.

4. CONCLUSION

Based on the results and discussion above, it can be concluded that E-Worksheets have the potential to increase students' interest in learning folklore texts. The inclusion of animations in the E-Worksheets can capture students' attention and enhance their enthusiasm in engaging with the materials. However, it should be noted that this research only examined the students' perceived interest and did not assess the actual impact of the E-Worksheets on learning outcomes. In light of these findings, further research is recommended to investigate the effectiveness of E-Worksheets in improving students' understanding and retention of folklore texts. Future studies could employ quantitative measures such as pre- and post-tests to assess the learning outcomes associated with the use of E-Worksheets. Additionally, it would be beneficial to compare the effectiveness of interactive E-Worksheets with traditional teaching methods to identify the unique contributions and advantages of incorporating technology in folklore text instruction.

This study has several limitations. Firstly, the research was conducted with a specific group of high school students in Padang, limiting the generalizability of the findings to other contexts. Secondly, the study relied solely on self-report questionnaires to measure students' interest, and objective assessments of learning outcomes were not included. Future research could address these limitations by including a more diverse student population and employing a mixed-methods approach to gather both qualitative and quantitative data. In conclusion, this study provides initial insights into the potential of interactive E-Worksheets to enhance students' interest in learning folklore texts. However, further research is needed to evaluate the actual impact of E-Worksheets on learning outcomes and to address the limitations of this study. Continued investigation in this area can contribute to the development of effective digital learning resources for folklore text instruction and improve students' engagement and understanding of cultural literary heritage.

The implications of this research highlight the importance of incorporating interactive E-Worksheets in teaching folklore texts. Educators and curriculum developers can utilize these findings

to design and implement digital learning materials that effectively engage students and promote a deeper understanding of cultural heritage. By integrating local wisdom and interactive elements, E-Worksheets can serve as valuable resources for preserving and promoting folklore traditions among younger generations.

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