

DEVELOPMENT OF PROJECT-BASED LEARNING (PJBL)-BASED STUDENT WORKSHEETS (LKPD) ON INSPIRATIONAL STORY TEXT MATERIAL FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstrak

Pembelajaran Bahasa Indonesia di tingkat SMP sering kali menghadapi tantangan dalam menciptakan aktivitas yang kontekstual dan bermakna bagi peserta didik. Salah satu solusi inovatif yang dapat diterapkan adalah penggunaan lembar kerja peserta didik (LKPD) berbasis project based learning (PJBL) untuk meningkatkan keterlibatan dan hasil belajar siswa. Penelitian ini bertujuan untuk mengembangkan LKPD berbasis PJBL pada mata pelajaran Bahasa Indonesia kelas IX SMP Muhammadiyah 47 Sunggal dengan kriteria valid, praktis, dan efektif. Jenis penelitian ini adalah penelitian pengembangan dengan model ADDIE. Subjek penelitian adalah peserta didik kelas IX dan guru Bahasa Indonesia. Teknik pengumpulan data dilakukan melalui validasi ahli (materi, media, dan bahasa), angket kepraktisan untuk guru dan peserta didik, serta posttest untuk mengevaluasi keefektifan produk. Analisis data dilakukan secara deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa LKPD berbasis PJBL yang dikembangkan memenuhi kriteria sangat valid dari aspek isi, desain, dan kebahasaan; sangat praktis berdasarkan respon guru dan peserta didik; serta sangat efektif dalam meningkatkan hasil belajar siswa. Temuan ini memberikan implikasi penting secara teoretis maupun praktis. Secara teoretis, penelitian ini memperkaya literatur tentang pengembangan media pembelajaran berbasis PJBL. Secara praktis, LKPD yang dikembangkan dapat dijadikan sebagai alternatif media pembelajaran yang inovatif dan relevan untuk meningkatkan kualitas pembelajaran Bahasa Indonesia di tingkat SMP.

Kata Kunci: LKPD, PJBL, teks cerita inspiratif

Abstract

Indonesian language instruction at the junior high school level often faces challenges in creating contextual and meaningful learning activities for students. One innovative solution that can be applied is the use of student worksheets (LKPD) based on project-based learning (PJBL) to enhance student engagement and learning outcomes. This study aims to develop PJBL-based LKPD for the Indonesian language subject in Grade IX at SMP Muhammadiyah 47 Sunggal that meets the criteria of validity, practicality, and effectiveness. This is a development research employing the ADDIE. The research subjects were Grade IX students and an Indonesian language teacher. Data collection techniques included expert validation (content, media, and language), practicality questionnaires for teachers and students, and a post-test to evaluate the effectiveness of the product. The data were analyzed using descriptive quantitative methods. The results show that the developed PJBL-based LKPD met the criteria of being highly valid in terms of content, design, and language; highly practical based on responses from teachers and students; and highly effective in improving student learning outcomes. These findings have important theoretical and practical implications. Theoretically, this study contributes to the literature on PJBL-based instructional material development. Practically, the developed LKPD can serve as an innovative and relevant learning resource to enhance the quality of Indonesian language instruction at the junior high school level.

Keywords: LKPD, PJBL, inspirational story text

1. INTRODUCTION

Student Worksheets (LKPD) are one form of teaching material that is widely used in the learning process at various levels of education. LKPD is generally compiled in the form of printed media in the form of assignment sheets that must be worked on by students independently or in groups, equipped with systematic steps or instructions to help them find and understand a particular learning concept (Khalifah et al., 2021; Krismona Arsana & Sujana, 2021). As a learning support tool, LKPD has a strategic function in guiding students to achieve the set competencies, while increasing their learning independence. In its implementation, LKPD can be presented in both printed and digital forms, and is often used as a complement to the Learning Implementation Plan (RPP) designed by teachers (Khalifah et al., 2021).

Apart from being a medium for delivering material, LKPD also functions as a tool in the process of monitoring and evaluating learning (Krismona Arsana & Sujana, 2021). Through LKPD, students can record the progress of the projects they are working on, identify obstacles faced during the learning process, and reflect on their learning experiences (Kusumawardani & Wibawa, 2024). In the context of learning Indonesian, especially inspirational story text material, the use of LKPD based on the Project Based Learning (PJBL) model has been proven to have a positive impact on student involvement, motivation, and learning outcomes (Nazuwa Laili & Intan Andriana Saputri, 2024; Nurlisa et al., 2021; Wicaksana & Rachman, 2018). This type of LKPD is designed to provide clear guidance while encouraging collaboration between students in achieving the objectives of the learning project.

The LKPD structure generally contains core competencies, basic competencies, learning activities, and relevant materials. In its implementation, teachers are expected to not only

act as facilitators, but also create a classroom atmosphere that supports the learning process as a whole (Khalifah et al., 2021; Wicaksana & Rachman, 2018). Some strategies that teachers can apply to optimize the use of LKPD include: creating a comfortable and low-stress classroom environment, providing access to various learning resources, implementing a cooperative learning model, linking new knowledge to previous experiences, encouraging students to carry out in-depth exploration through project assignments or writing, and documenting students' learning progress, both individually and in groups (Nurlisa et al., 2021).

The creative project-based LKPD model has characteristics that emphasize the active involvement and creativity of students in producing products related to the subject matter. In the context of learning Indonesian, this model provides opportunities for students to develop language skills, both in writing, reading, speaking, and listening. With a project-based approach, students are encouraged to think critically and creatively, produce authentic work, and build self-confidence in using Indonesian effectively (Daniel, 2017; Totti et al., 2023).

However, based on initial observations at SMP Muhammadiyah 47 Sunggal, it was found that the development and utilization of LKPD based on PJBL were still not optimal. Schools have not maximally implemented project-based teaching material innovations, even though this approach is very relevant to the principles of the 2013 Curriculum which emphasize active, collaborative, and contextual learning. This condition creates a gap between curriculum objectives and the implementation of learning in the field. Therefore, it is very necessary to develop LKPD based on PJBL to help students understand the material of inspirational story texts in more depth, as well as improve their learning outcomes.

PJBL-based LKPD must be designed comprehensively by covering important elements

such as organizing tasks, planning work steps, and reflecting on the learning process (Nazuwa Laili & Intan Andriana Saputri, 2024). This type of LKPD also needs to contain clear instructions and systematic guidance to help students complete projects, manage time, and collaborate effectively in groups.

A number of previous studies support the importance of developing PJBL-based LKPD. Pratami & Sugiarti (2022) Developing PJBL-based LKPD to improve students' literacy skills in understanding moral messages from inspirational story texts. Kusumawardani & Wibawa (2024) developing PJBL-based LKPD integrated with Flipbook in Civic Education learning in elementary schools, which has been proven to be able to increase student activity. Research by E. M. Sari et al. (2024) shows the success of using LKPD PJBL in Mathematics learning on the material of data side space construction.

The three studies above show that the development of PJBL-based LKPD provides a positive contribution to improving literacy, creativity, collaboration, and student learning outcomes. The PJBL approach not only encourages students to understand the material more contextually, but also connects personal experiences with learning and develops high-level thinking skills through challenging projects.

However, there have not been many studies that specifically highlight the application of PJBL-based LKPD in learning inspirational story texts at the junior high school level, especially those that focus on developing creative narrative writing skills through project-based formative and summative evaluations. This dimension is important to be studied further because structured and product-based evaluations can provide a more accurate picture of the development of students' language skills. In addition, the use of technology in the presentation and implementation of LKPD is also an innovative

aspect that has not been widely studied in the context of Indonesian language learning.

By considering the urgency and relevance of the problem, this study is directed at developing PJBL-based LKPD on inspirational story text material for grade IX of SMP Muhammadiyah 47 Sunggal. This development aims to produce valid, practical, and effective teaching tools in improving creative narrative writing skills and encouraging active student involvement through meaningful and contextual projects. In addition, this research is also expected to contribute to the development of innovative project-based learning models, in accordance with the characteristics of 21st century students and the demands of the Merdeka Belajar Curriculum.

2. METHOD

This research is a type of development research (Research and Development or R&D) which aims to produce learning products in the form of Student Worksheets (LKPD) based on Project Based Learning (PJBL) (Sugiyono, 2016). This product was developed to improve students' creativity in understanding inspirational story text material in class IX of SMP Muhammadiyah 47 Sunggal. The development model used in this study is the ADDIE model, which consists of five systematic stages, namely analysis, design, development, implementation, and evaluation.

The initial stage in this research process began with pre-research activities that included observations and interviews at SMP Muhammadiyah 47 Sunggal. This activity aims to identify the needs of students and teachers, as well as to understand the real conditions of learning in the classroom. The results of interviews with Indonesian language teachers revealed that the inspirational story text material is very relevant to be further developed in the form of PJBL-based LKPD, because it is considered capable of encouraging student

creativity in developing story ideas based on inspirational experiences.

Furthermore, the LKPD product that has been developed is validated by four experts, consisting of language experts, media experts, material experts, and an Indonesian language teacher as a practitioner. This validation aims to assess the feasibility of the content, language, media display, and the integration of the PJBL approach in the LKPD. Each expert provides an assessment and input on the product to be refined before being implemented on students. In addition, in the validation process, the researcher also attached instruments in the form of questionnaires, interview guidelines, and observation sheets as data collection tools.

This study also involved two stages of trials. The first trial was an expert test, which was conducted to review and improve the initial product based on input from the validators. The second trial was a field trial conducted to assess the effectiveness and feasibility of the LKPD product when applied in the learning process. The field trial was divided into two, namely a small group trial and a large group trial. The validation subjects in this study consisted of three lecturers from the Faculty of Tarbiyah and Teacher Training, each representing expertise in the fields of media, language, and learning materials. In addition, an Indonesian language teacher was also involved as a practitioner to assess the applicative aspects of the product in class. The study population consisted of all students in grades IX-1 and IX-2 at SMP Muhammadiyah 47 Sunggal, with a total of 50 students. Each class consisted of 25 students. The sample in this study was taken randomly using the random sampling method. Of the total 50 students, 20 people will be involved in the small group trial, while the other 30 students will be involved in the large group trial. Each large group consists of five people to support a collaborative approach according to the characteristics of PJBL.

Data analysis in this study was carried out qualitatively and quantitatively. Qualitative data were obtained from the results of interviews, observations, and field notes which were analyzed descriptively to determine the context and needs of LKPD development. Meanwhile, quantitative data were obtained from the results of questionnaires filled out by students and validators. This data was analyzed by calculating the average score to assess the level of feasibility and effectiveness of the developed product.

3. RESULTS AND DISCUSSION

The results of this study are presented systematically based on the stages in the ADDIE development model, which include the stages of Analysis, Design, Development, Implementation, and Evaluation. The presentation of the results at each of the following stages shows the process and findings obtained during the development of LKPD based on Project Based Learning (PJBL) for inspirational story text material in class IX of SMP Muhammadiyah 47 Sunggal.

Analys

The initial step in this research began with the implementation of observations at SMP Muhammadiyah 47 Sunggal as part of the analysis stage in the ADDIE development model. Pre-research activities were carried out through observations and interviews with teachers and students to identify problems in the field. The results of interviews with Indonesian language teachers showed that the material of inspirational story texts is one of the challenging materials for students. Students have difficulty in understanding and remembering the contents of inspirational story texts, which is caused by learning methods that are still limited to lectures and discussions without the use of varied learning media. In this context, teachers have never used LKPD media in teaching the material, so innovation is needed in the form of developing LKPD based on Project Based Learning (PJBL)

to increase student involvement and creativity in the learning process.

Design

Learning objectives, content, subject analysis, learning planning and media selection are all part of the design stage. This stage is also called the compilation stage. This stage is carried out systematically. In other words, the methods, procedures, identification, creation, and evaluation of the final product are all related to the design carried out.

At this stage, the most important aspects of the design or product development plan are identified as product components. Using PJBL-based LKPD on the subject of inspirational story texts, this study aims to produce a product in the form of LKPD. PJBL-based LKPD on inspirational story text material. Later in the LKPD, the inspirational story text material will be discussed. What happens during the process of making inspirational story texts, in terms of what happens during the planning stage, including the content and presentation of relevant material, as well as the initial appearance and feel, basic competencies (KD), learning objectives, and collecting information about LKPD, what to look for, and other things. This is done from several reference sources such as books, journals and other internet sources.



Figure 1. LKPD Cover



Figure 2. Table of Contents of LKPD



Figure 3. Contents of LKPD

Development

Student Worksheets based on Project Based Learning are used to create inspirational story text learning materials in accordance with the structural framework of the design stage, systematic content, and presentation of materials at this development stage. will be a guide. The validator will confirm the initial results of this stage. To determine whether the LKPD learning media product based on PJBL can be used or tested at the implementation stage, it will be validated by four validators, language experts, media experts, material experts and practitioner experts (Indonesian language teachers). The contents of the Student Worksheet discussed based on Project Based Learning that was created were validated by these material experts.

The display used by Indonesian language subject teachers was validated by media experts who validated the quality of the material and the appearance of the design that had been developed. validators can see the validation questionnaire in the attachment. Before the

product is tested on students, suggestions for improvement will be derived from the validation results. A questionnaire in the form of a Likert scale is used to create an instrument used to validate the product. One of the stages of evaluation, formative evaluation, includes this validation.

Feasibility Test

The feasibility assessment was conducted based on evaluations from subject matter experts, language experts, and media experts. The following presents the results of the expert validation process.




Validator	Score	Criteria
Annisa, S.Pd., M.Pd. (Content)	100 	Very Valid
Dr. Faridah, M.Hum. (Language)	90 	Very Valid
Saripuddin Lubis, M.Pd. (Media)	92 	Very Valid
Overall Result	$100 + 90 + 92 = 282 / 300 = 94\%$	Very Valid

Figure 4. Expert Validation Results

Figure 4. The final result of the score obtained by the three expert validators of material, language and media is 94% with very valid criteria. So it can be concluded that the digital teaching materials developed based on the assessment of media, material and language experts are declared very valid to be implemented in the classroom.

Implementation

Implementation as the fourth stage in research activities, includes small group testing activities and large group testing to obtain data on the practicality and effectiveness of student worksheets, this stage can also be proven by documentation in the form of photos of research activities. After that, both subject teachers and

students are required to fill out a questionnaire containing the media assessment instrument that has been created. To complete the questionnaire, students and Indonesian language teachers were interviewed about the media that was created. In addition, they conducted classroom observations to observe its implementation. The appendix contains the questionnaire, interview, and observation instruments. For a description of the results of the small and large group trials, as follows.



Figure 5. Small group test



Figure 6. Large Group Test Small and Large Group Trials

The small group trial of the Student Worksheet (LKPD) for the Indonesian Language subject for class IX-1 was conducted involving 20 students. The students were divided into four groups, each group consisting of five people. The implementation of this small group trial was conducted on April 15, 2025. Furthermore, a

large group trial was conducted in class IX-2 involving 30 students in total. This large group trial was conducted on April 21, 2025. Both trials aimed to test the feasibility and effectiveness of the Project Based Learning-based LKPD that had been developed.

Practicality Test

Practicality test, data obtained through observation sheets of the implementation of the use of student worksheets, teacher response questionnaires and student response questionnaires. The following is a description of the results of the practicality test.

Table 1. Results of the Observation Sheet for the Implementation of the Use of Student/Educator Worksheets

Observer	Criteria Score	Criteria Score
SUL	Small Group	Large Group
	90	90

Table 2 Final Results

The final result	$372/400 = 93\%$
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Based on table 2. The final result of the score obtained by the observer was 93% with the criteria very appropriate. So it can be concluded that the student worksheet developed based on the assessment of material experts is stated to be very appropriate to be implemented in class.

Table 3 Results of Student Response Questionnaire Sheet

Score	Frequency	Percentage	Category
81-100	20	87%	Very Practical
61-80	5	13%	Practical
41-60	-	-	Enough
21-40	-	-	Not Practical
0-20	-	-	Very Impractical
Total	25	100%	Very Practical

Based on Table 3, the final results show that as many as 87% of students gave an assessment with very practical criteria, while the other 13% gave an assessment with practical criteria. This finding shows that the Student Worksheet (LKPD) based on Project Based Learning that was developed was declared practical overall. This assessment reflects that LKPD can be used well by students in the learning process, and makes it easier for them to understand the material independently and collaboratively.

Effectiveness Test

Effectiveness data was obtained through two instruments, namely student learning outcome tests and student attitude questionnaires after using LKPD based on Project Based Learning. The learning outcome test was used to measure students' cognitive achievement, while the attitude questionnaire was used to determine students' affective responses to the use of LKPD in the learning process. The following is a complete description of the results of the effectiveness test based on the two instruments.

Table 4. Student Evaluation Results

Score	Frequency	Percentage	Category
Small Group Trial			
81-100	10	50%	Very high
61-80	7	25%	High
41-60	3	13%	Currently
21-40	-	-	Not High
0-20	-	-	Very Not High
Total	20	88%	Very high

Table 5. Student Evaluation Results

Score	Frequency	Percentage	Category
Large Group Trial			
81-100	15	77%	Very high
61-80	10	16%	High
41-60	5	7%	Currently
21-40	-	-	Not High
0-20	-	-	Very Not High
Total	30	100%	Very high

Based on Table 4 and 5, the final results show that in the small group effectiveness test, 50% of students reached the very high category, 25% were in the high category, and 13% were in the medium category. Meanwhile, in the large group test, 77% of students were in the very high category, 16% in the high category, and 7% in the medium category. Thus, it can be concluded that the student worksheet (LKPD) based on Project Based Learning that was developed was declared effective overall based on the results of the student evaluation.

Table 6. Results of Student Attitude Questionnaire

Score	Frequency	Percentage	Category
81-100	20	91,3%	Very good
70-79	10	8,7%	Good
60-79	-	-	Not enough
<60	-	-	Very less
Total	30	100%	Very good

Based on table 6. The results of the student attitude questionnaire were 91.3% with very good criteria and 8.7% with good criteria. So it can be concluded that the student worksheet based on project based learning that was developed as a whole was declared effective for student attitudes.

Evaluation

At the evaluation stage in this study, only formative evaluation was conducted without

involving summative evaluation. This is because the main focus of this development research is to assess the feasibility of the developed learning media, not to measure the success of learning as a whole. Summative evaluation is generally used to determine the achievement of student competencies through pre-test and post-test measurements, so it has not been part of this study.

The validation results of LKPD based on Project Based Learning (PJBL) show that this media has a high level of feasibility. The assessment from media experts obtained a score of 92%, material experts 100%, and language experts 90%, all of which are in the very valid category. In terms of practicality, LKPD is considered very practical based on student responses of 87% and 13% in the practical category, while teacher responses show a figure of 90% which is also classified as very practical. Meanwhile, in terms of effectiveness, the LKPD developed shows positive results. In small groups, 50% of students showed learning outcomes in the very high category, 25% high, and 13% moderate. As for the large group, 77% are in the very high category, 16% are high, and only 7% are in the medium category. In addition, the effectiveness of the media is also seen from the attitudes of students, where 91.3% are in the very good category and 8.7% are in the good category.

DISCUSSION

Based on the research results, the development of LKPD based on Project Based Learning (PJBL) in the Indonesian Language subject at SMP Muhammadiyah 47 Sunggal shows that this product is suitable for educational use. Validation from media experts, material experts, and language experts produced high validation scores, respectively 92%, 100%, and 90%, indicating that this LKPD has met the quality standards of learning media. This is in line with the opinion of Dick and Carey (1996) who

stated that expert validation is a crucial stage to ensure that the materials and media developed have appropriate content and effective delivery techniques. With excellent validation, this LKPD can be relied on to support a meaningful and structured learning process.

Furthermore, the practicality aspect of using PJBL-based LKPD has also proven to be very high with the observation value of learning implementation reaching 93%, and positive responses from educators and students of 90% and 87% respectively. These results indicate that this media is not only easy to apply by teachers, but also well received by students. Practical and interactive learning media will increase students' cognitive involvement so that learning becomes more effective (Pangestu & Wafa, 2018; R. Sari et al., 2017). This practicality also makes it easier for teachers to implement project-based learning which requires flexible and easily accessible classroom management and materials.

In terms of effectiveness, the data shows that the use of PJBL-based LKPD can significantly improve student learning outcomes. In small groups, 50% of students achieved very high criteria, while in large groups the percentage increased to 77%. This difference in results may be due to the dynamics of larger groups that allow for more intense social interactions and more varied collaborations, which are one of the main principles in PJBL (Daniel, 2017; Muhammad Ilham S. & Amri Amal, 2023; Totti et al., 2023; Wegner et al., 2021). This strengthens the argument that project-based learning not only improves conceptual understanding but also develops students' social skills and creativity simultaneously.

In addition, the positive attitude of students towards the use of PJBL-based LKPD is also reflected in the results of the attitude questionnaire which reached a score of 91.3% in the very good category. This positive attitude is very important because according to the theory of learning motivation, intrinsic motivation and

positive attitudes towards learning media can strengthen the absorption of material and maintain long-term learning interest (Schunk, 2012). Thus, the LKPD developed not only fulfills the cognitive aspect, but also supports the affective aspect in learning, thus providing a more holistic impact on the student learning process.

The results of this study also contribute to the development of innovative learning theories, especially in the context of Indonesian language learning. Previous studies have emphasized the importance of project-based learning to improve students' problem solving and creativity (Muhammad Ilham S. & Amri Amal, 2023). This PJBL-based LKPD specifically responds to students' needs in understanding inspirational story texts that have been felt difficult, especially because of monotonous learning methods. With this media, students not only receive information passively, but also actively explore and present their work results, which are the main characteristics of constructivist learning.

4. CONCLUSION

Based on the results of development and research, LKPD based on Project Based Learning (PJBL) in the Indonesian Language subject at SMP Muhammadiyah 47 Sunggal was declared feasible, practical, and effective to use. The feasibility of this LKPD is supported by the results of validation by media, material, and language experts which showed a very valid score with a value above 90%. The practicality of LKPD is proven by the results of learning observations and positive responses from educators and students, which indicate that this media is easy to apply and accept in the teaching and learning process. In addition, the effectiveness of LKPD is evident from the results of small and large group learning evaluations, most of which are in the high to very high category, as well as the attitudes of students who showed a very good response to the use of this learning media.

However, this study has several limitations, including the limited sample coverage in one school so that the results cannot be generalized widely. In addition, the relatively short duration of the trial has the potential to limit the understanding of the long-term impact of using this LKPD on learning. The contribution of this research lies in the development of innovative learning media that systematically integrates the PJBL approach with the ADDIE model, so that it can be a practical reference for educators in improving the quality of Indonesian language learning, especially in inspirational story text materials. This research also opens up opportunities for further development for the application of similar media in other schools with adjustments to the local context.

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