

OPTIMIZING STUDENT REASONING THROUGH READING LITERACY WITH THE DEVELOPMENT OF E-LKPD IN THE TOURISM CONTEXT

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Abstract: This research aims to develop and evaluate the practicality of interactive Electronic Student Worksheet (E-LKPD) to support increasing students' reasoning competence toward reading literacy in a tourism context via the Blogspot platform. This research is development research that combines qualitative and quantitative approaches. The method used is the Jolly and Bolitho development method. Steps taken include the following: (1) identifying material needs, (2) exploring needs, (3) contextual realization, (4) pedagogical realization, (5) material products, and (6) evaluating material according to objectives. This research involved Indonesian language teachers and 62 seventh-grade students at SMPN 20 Palembang as the research subjects. Data collection methods use interviews, questionnaires, and tests. Qualitative data analysis uses a descriptive approach, while qualitative data is analyzed using Likert scale calculations. The results of distributing the needs analysis questionnaire to students indicated that 60.32% strongly agreed, while 33.44% agreed to develop E-LKPD. Product validation was carried out by three validators, namely content validators, content suitability, and language, with a total validation value of 86.67% (very valid). The product feasibility test scored 89.16% (very practical) in the small group test. The effectiveness test for E-LKPD relied on pretest results, which averaged 61.42, and posttest results, averaging 74.85. There was a significant increase in the 2-tailed results ($0.000 < 0.5$). The results indicate that the developed E-LKPD can enhance students' reading literacy skills.

Keywords: *development, E-LKPD, reading literacy, reasoning, tourism context.*

INTRODUCTION

Reading literacy is the ability to comprehend written information and generate written content based on previously acquired knowledge. The more someone reads, the better their abilities in the academic field. Unfortunately, awareness of the importance of reading literacy skills is still low among Indonesian students. The PISA (Program for International Student Assessment) test results, conducted by the Organization for Economic Cooperation and Development (OECD), provide evidence of this. This test is designed to evaluate the reading, mathematics, and science literacy skills of students in various countries. During seven rounds from 2000 to 2018, the reading

literacy score experienced a drastic decline from 436 to 371. As many as 7 out of 10 students aged 15 years had reading literacy skills below minimum competency (Wuryanto & Abduh, 2022). They are only able to identify explicit information from short readings and simple procedures.

The problem of low reading literacy is caused by several factors, including low interest in reading and reading culture in Indonesia (Sinaga et al., 2021). Another factor is the tendency of students to spend most of their time accessing social media (Rahmadanita, 2022). Excessive use of the internet to access social media among students can have a negative impact in terms of time management. The

time wasted accessing social media should be used to read educational literature.

Low reading literacy skills also reflect students' lack of reasoning abilities. Reasoning is a systematic thought process for deriving conclusions and acquiring knowledge (Sumarwati & Sugono, 2021). The thinking process initiates with observation, yielding various understandings and proportions in the mind (Zubainur et al., 2020). It is crucial to recognize that not all thinking activities qualify as reasoning. Reasoning involves critical thinking skills to generate and analyze accurate information (Sanusi, 2021). The reasoning abilities possessed by students can influence their level of understanding of reading.

Reasoning is needed to analyze information and relate reading to the context of everyday life. Inductive reasoning, especially analogical reasoning, closely ties to general cognitive abilities, an indicator of overall intelligence. This reasoning is related to daily skills such as problem-solving, transferring, and forming new information that is relevant in one context to a new context (Kovalcikova et al., 2023). This type of reasoning is what students need in the learning process.

The ability to learn Indonesian is closely related to students' understanding of reading texts. Reasoning significantly contributes to students' profound grasp of reading texts (Marmita, 2021). Students can analyze sentence structures, identify relationships between sentences, and provide details about the information in the reading. Students with good reasoning skills think logically and detail arguments effectively. The resulting thoughts will be more lucid and well-organized, making the presented ideas more persuasive.

Involving reasoning in Indonesian language learning not only helps students become good readers and writers but also improves their ability to communicate effectively. This ability can be acquired through continuous practice. Providing questions that provoke children to think critically can also improve students' ability to reason (Khadijah et al., 2020). Integrating reasoning in Indonesian language learning not only forms an understanding of reading but also creates students who are skilled and confident in conveying their thoughts. Therefore, literacy and reasoning skills require ongoing training to enhance students' reading comprehension.

The phenomenon of reading literacy among Indonesian students has raised several complex issues. In 2018, Indonesia was ranked 74th out of 79 countries that took the PISA test with a score of 371 (OECD, 2018). The reading literacy score is

the lowest literacy score of several literacy skills tested in the PISA test. Several studies have shown various factors that influence this, including family factors, environment, gender, and many more (Inten, 2017; Sinaga et al., 2021; Arifin et al., 2023). Various initiatives in education have arisen to address and improve this problem.

The school environment and teachers have a crucial function in enhancing students' reading literacy (Purba & Husain, 2020). Increasing students' reading literacy can be done through school literacy movement programs, effective teaching methods, supportive teaching materials, learning media, and access to adequate reading sources. The government's swift actions to issue an Emergency Curriculum and simplifying the material for teachers to facilitate more in-depth learning, also positively impact the literacy skills of Indonesian students. Through joint efforts from all parties involved in the world of education, it has proven successful in improving students' reading literacy skills. The efforts that have been made have succeeded in increasing the reading literacy of Indonesian students by five places in the 2022 PISA test (Kemendikbud, 2023). These efforts need to continue to be improved to produce students with better literacy skills.

Students must continually enhance and sharpen their reading skills to understand reading (Rintaningrum, 2019). A strategy to improve reading literacy skills involves engaging students in thinking about reading in the context of events around them (Tiarina et al., 2022). Students will be more enthusiastic about reading topics close to them, such as tourist attractions in their area.

Tourist attractions are attractive destinations to visit. Each city has tourist attractions that are their own attraction for travelers. One of the cities in Indonesia is Palembang, rich in historical tourism, including museums and historical places. Museums in Palembang, such as the Sultan Mahmud Badaruddin II Museum and the Balaputra Dewa Museum, can provide knowledge and introduce local wisdom to students. Tourist attractions in the form of museums and historical places can be used as valuable learning and research tools (Brata et al., 2022).

A learning approach that is integrated with the tourism context is a method that is increasingly gaining attention in the field of education. Students get the impression of the combination of beauty through the eyes and beauty through the mind (Kayati & Kusuma, 2022). Aligning lesson material with the tourism context can enable students to relate theory to real life, stimulate

interest in learning, and enrich understanding. Apart from being able to foster creativity and problem-solving, this learning approach with a tourism context can also develop students' social and cultural skills. Learning in a tourism context does not just enrich the learning process, but creates a dynamic and interactive atmosphere in the classroom.

Additionally, students at the junior high school level prefer relaxed and light reading materials (Ulfa et al., 2023). One type of casual reading is a literary text that is suitable for learning. Literature learning has its section at the junior high school level, such as narrative texts that discuss fantasy genre short stories in grade VII of junior high school. Apart from being entertainers, short stories also convey positive values and messages to readers (Horace in Bakara et al., 2019). Thus, fantasy short stories can help improve students' reasoning in finding implicit and explicit information.

The tourist context makes for a compelling story topic in short stories. Each country has its uniqueness (Jaya et al., 2022). This uniqueness is an advantage that the people, including in Indonesia, should be proud of. Utilizing local wisdom, including tourist attractions, is an effort to preserve values like tradition, culture, natural characteristics, and the environment (Anzelina, 2023). South Sumatra, as one of the provinces in Indonesia, also boasts tourist attractions closely tied to local wisdom. Tourist attractions, such as museums, historical monuments, and natural wonders, lend themselves well to short story narration. The incorporation of these elements in teaching materials enhances student reasoning.

Teaching materials encompass all forms of resources that assist teachers in facilitating the learning process (Alwi et al., 2019). One commonly used teaching material is student worksheets (LKPD). Pannen defines teaching materials as systematically arranged resources utilized in the learning process by both teachers and students (Waraulia, 2020). Teaching materials are not always in printed form a significant number of them exist in digital formats. As long as the digital teaching materials are prepared systematically and are appropriate to learning, they can be used in the learning process.

Student worksheets (LKPD) are one of the teaching materials that can help students be active in the learning process (Astuti, 2021). The use of LKPD as teaching materials has great potential to train students' abilities in critical thinking (Fitriyah & Ghofur, 2021). The LKPD includes an identity,

instructions for use, a summary of the material and questions to test students' mastery of the material being studied. These things can train students to solve problems and help teachers identify student weaknesses.

As time progresses, many LKPD products transition to electronic form. Hard copy LKPD are seen as ineffective and impractical, necessitating other alternative options (Fitriyah et al., 2021). E-LKPD generally have similarities with hard copy LKPD, but E-LKPD can include links that can empower students to access wider learning resources. Its digital form means it can be accessed anytime and anywhere, and there is no cost required to print it.

Based on the issue of low literacy among 15-year-old students and the potential of local wisdom in South Sumatra, researchers are interested in developing products in the form of teaching materials with a tourism context to enhance students' literacy skills. Apart from that, the results of an interview with one of the Indonesian language teachers at SMP Negeri 20 Palembang showed that students still had difficulty finding implied information in the text. Another problem lies in the open materials used. The teaching materials used contain texts and questions that are widely spread on the internet so that students can directly copy answers from the internet without needing to go through the thinking process. Monitoring becomes feasible when tasks get completed in class, but it becomes challenging when they get undertaken outside class.

In response to this problem, researchers developed an interactive E-LKPD on Blogspot to support students' reasoning competence toward reading literacy with a tourism context. Research using E-LKPD in learning has previously been carried out and proven to be effective in improving students' literacy skills (Fauziah et al., 2020; Amanah et al., 2023; Nisphi, 2022; Utomo, 2022). Researchers develop products based on existing problems in the field and adapt them to student interests. It is hoped that the development and use of E-LKPD can provide additional support to the learning process.

The novelty of this research lies in the methodology used, the type of text chosen, the context used, and the location where the research was conducted. The E-LKPD development research carried out focused on improving students' reasoning through reading literacy in a tourism context in Indonesian language lessons. The type of text used is narrative text in the form of short stories. The short story used as a discussion

tells about tourist attractions in South Sumatra. This product is then distributed via the Blogspot platform to provide space for discussion. The Blogspot platform has a comments feature that can be used as a medium for questions and answers between students, teachers, and researchers. This discussion is not only to one school but also to all students and teachers who limited access the blog.

This research aims to develop and evaluate the practicality of interactive E-LKPD as a supporting tool in improving students' reading literacy skills in a tourism context through the Blogspot platform. The main goal is to create and evaluate the effectiveness of the products that have been developed. Thus, it is hoped that this product can contribute to solving reading literacy problems among students.

METHOD

The type of research carried out is development research or R&D (Research and Development). This type of research aims to produce an educational instrument in the form of learning methods, open materials, and learning media. The research method used in this research is Jolly and Bolitho's R&D research method. The following are the stages of development research we carry out:

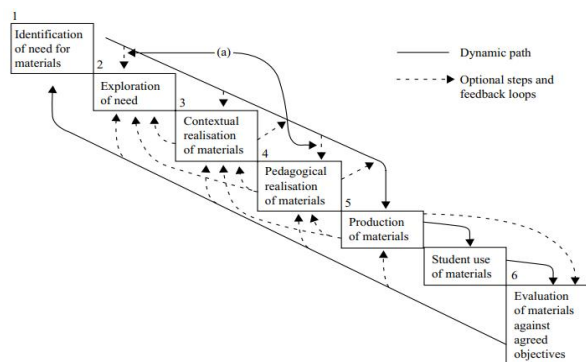


Figure 1. Stages of development

This research follows these six steps to produce a product in the form of E-LKPD. Six stages must be carried out, namely (1) identification of need for materials, (2) exploration of need, (3) contextual realization of materials, (4) pedagogical realization of materials, (5) production of materials and student use of materials, and (6) evaluation of materials against agreed objectives. The focus of the E-LKPD being developed is to improve students' reading literacy skills by utilizing the tourism context in South Sumatra, especially Palembang. The product design is continuously revised at every stage to produce an excellent final product.

The research subjects involved one Indonesian language teacher and 62 students in grade VII at

SMP Negeri 20 Palembang. In the needs analysis stage, the researchers engaged 62 students; in the one-to-one test stage, only three students participated; in the small group test, six students were involved, and in the field test 35 students participated. Apart from teachers and students, researchers also involved three expert validators, namely content, construct, and language validators. The three experts selected to carry out the assessment are lecturers from Universitas Sriwijaya.

Data collection was carried out by distributing interviews, questionnaires, and tests. Interviews were conducted with Indonesian language teachers to ask about the obstacles experienced by students, especially regarding students' reading literacy skills and students during practical tests. Data from interviews were analyzed using the descriptive analysis method. The questionnaire was distributed to 62 students at the needs analysis stage, 6 students at the small group test stage for practicality testing, and expert validation with a closed questionnaire type. Questionnaire data in the form of numbers was analyzed using the Likert scale calculation method. Test data was obtained from field tests on 35 students. The data obtained was then analyzed using SPSS version 22. Determining the score category was based on the following scores.

Table 1. Score category range

Score %	Score Category
81-100	Very Practical/Valid
61-80	Practical/Valid
41-60	Practical/Valid Enough
21-40	Less Practical/Valid
0-20	Not Practical/Valid

Source (Sugiono, 2021)

The data from the questionnaire will be organized and categorized as per the table. If the score falls within the range of 81% to 100%, it will be deemed highly valid or exceptionally practical. If the score obtained is in the range of 61% to 80% it will be categorized as valid or practical, and so on.

RESULTS AND DISCUSSION

Identification of need for materials

The initial step for researchers is to identify problems or issues widely experienced by students. A common problem found is the low reading literacy skills of students. The initial problems that have been identified are then narrowed down by identifying what materials can be used to improve reading literacy skills. There are two choices of

problem topics that can be used as material in developing teaching materials, namely literary texts and informational texts. Researchers assume that between the two types of text, the appropriate type of text to be used in creating E-LKPD at the junior high school level is sastra text. This text has information presented explicitly and implicitly which can train students' reading literacy skills. This decision was then consulted with experts, namely the Indonesian language teacher at SMPN 20 Palembang.

Exploration of need

Exploring needs was carried out by conducting interviews with Indonesian language teachers at SMPN 20 Palembang to find out the problems at the school related to students' literacy skills. Based on the results of an interview with one of the Indonesian language teachers at SMP Negeri 20 Palembang, it is known that students still have difficulty finding implied information in the text. Another problem lies in the teaching materials used. The teaching materials used contain texts and questions that are widely spread on the internet so that students can directly copy answers from the internet without needing to go through the thinking process. Monitoring becomes feasible when tasks get completed in class, but it becomes challenging when they get undertaken outside class.

Next, the researchers distributed an online questionnaire via Google Form to students grade VII of SMP Negeri 20 Palembang, totaling 62 respondents. The questionnaire distributed is closed. There are 15 questions aimed at determining the level of students' needs and interest in the product being developed. After the collected data is analyzed using a 4-point Likert scale. The following is a diagram of the calculation of the results of the needs questionnaire analysis.

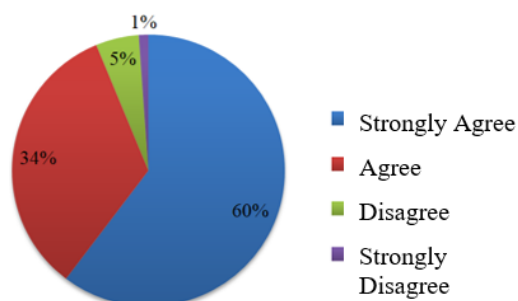


Figure 2. Results of student needs questionnaire analysis

Based on this chart, that 60.32% of students strongly agree, and 33.44% of students agree. In total, 93.67% of students agreed to develop this E-LKPD product. Meanwhile, the remaining 5% of

students disagreed, and 1% strongly disagreed with developing this E-LKPD product. In this manner, the research can proceed to the product development stage.

Contextual realization of materials

Researchers designed three learning outcomes that students must master regardless of increasing reading literacy skills. This achievement is adjusted to the KD of narrative text with the fantasy story model in junior high school, namely KD 3.3 with 4.3 and 3.4. KD 4.4 was not included in the discussion because the researcher wanted to focus on students' reading skills, while KD 4.4 focused on writing skills. The following learning outcomes (CP) are determined: (1) Students can find story elements correctly after reading narrative texts (fantasy or imagination stories). (2) Students can analyze information in the form of appropriate ideas and messages after reading narrative stories (fantasy or imagination stories). (3) Students can retell the contents of narrative stories with confidence after reading narrative stories (fantasy or imagination stories).

After the CP is determined, the researcher prepares material that can support the achievement of the CP. The selected material includes definitions of fantasy stories from several experts, characteristics of fantasy stories, types of fantasy stories, elements of fantasy stories, how to retell story content in writing and orally, the structure of fantasy stories, and the language of fantasy stories. The researcher also created a short story in the fantasy genre that tells the story of tourist attractions in Palembang.

Pedagogical realization of materials

At this stage, researchers create E-LKPD questions which must follow phase D. Following Piaget's perspective, which emphasizes that adapting the material should align with the criteria and characteristics of students (Pratiwi et al., 2023). The teaching materials developed must be able to facilitate student collaboration, combine several analytical methods, think proportionally, and draw conclusions based on the type of content. To achieve this, the development of E-LKPD focuses on enhancing students' reasoning abilities, thereby improving their reading literacy skills. Based on this, the researcher created three groups of questions, namely "Aktivitas Mandiri" containing problems that must be solved independently, "Ruang Kolaborasi" containing questions that must be solved in groups with 3-5 students, and "Ayo Asah Literasi Membacamu" contains questions to

hone students' reading literacy which enables students to learn to find explicit and implied information in the text.

Production of material

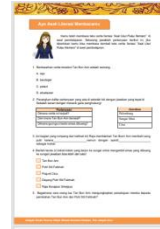
The next stage carried out is product creation. All existing designs are compiled into one complete product. Researchers use the Ibispan X application to draw illustrations used in E-LKPD. Next, the pictures, material, and questions are put together using Microsoft Word so that it becomes a complete E-LKPD. Researchers also designed a Blogspot where the products developed were uploaded with an explorer concept to adapt to the tourism context. The following are the outcomes of previously crafted products.

Table 2. E-LKPD design

Design	Description
Cover	The cover is customized to the context and grade VII junior high school students. Bright colors were chosen to increase the attractiveness of the product being developed.
Introduction	The introduction section contains identity, learning instructions, and learning outcomes. Apart from that, there is an explanation regarding the question level and focus of the E-LKPD
Context start page	Contains learning outcomes and photos of tourist attractions that are appropriate to the context. Context 1: Historical tourism, Context 2: natural tourism, and Context 3: legendary folklore
Material	E-LKPD contains learning material for each meeting. The material is in the form of a summary with several short explanations accompanied by pictures. Also included is a link that students can access to get additional explanations. The E-LKPD material includes the definition of fantasy stories from several experts, the characteristics of fantasy stories, types of fantasy stories, the elements of fantasy stories,

how to retell story content in writing and orally, the structure of fantasy stories, and the language of fantasy stories.

Question page



The questions developed have different tourism context classifications. The questions are divided into three groups, namely "Aktivitas Mandiri " (individual work) and "Ruang Kolaborasi" (group work) which focuses on imaginative story material (narrative text), and "Ayo Asah Literasi Membacamu" (individual work) which focuses on questions about finding implicit and explicit information in texts to increase reading literacy.

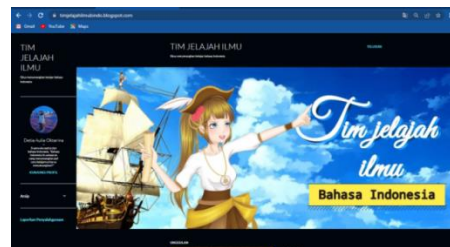


Figure 3. Blogspot page design

The blog created was named "Tim Jelajah Ilmu". The blog is designed with an exploration concept that is appropriate to the tourism context to attract students' attention when accessing this blog. The comments column on the blog is activated so that it can be a place for students, teachers, and researchers to discuss. The discussions held on this blog are not limited to one school but all students or teachers from other schools who access it.

Evaluate material according to objectives

After the product has been developed, the product is assessed by three expert validators, namely content, construct, and language validators. The product is then improved based on assessments, comments, and suggestions from the three expert validators. Next, the product was tested on 3 students in the One-to-One phase and 6 students in the Small Group phase with low, medium, and high abilities. Finally, it was tested on 35 students in the Field Test phase.

Expert validation results

Researchers contacted experts who were deemed suitable to become validators of the E-LKPD being developed. Researchers contacted three lecturers at the Indonesian Language and Literature Study

Program, Faculty of FKIP Unsri, namely Dra. Hj. Sri Indrawati, M.Pd., Ph.D. as a content validator, Dr. Santi Oktarina, S, Pd., M.Pd. as construct validator, and Ernalida, S.Pd., M.Hum., Ph.D. as a language validator. Here are the assessment results from the three expert validators.

Table 3. *Expert validation analysis results*

N o.	Validator	Score	Percent age	Categ ory
1	Dra. Hj. Sri Indrawati, M.Pd., Ph.D.	34 of 40	85%	Very Valid
2	Dr. Santi Oktarina, S.Pd., .Pd.	30 of 32	93.75%	Very Valid
3	Ernalida, S.Pd., .Hum., Ph.D.	26 of 32	81.25%	Very Valid
Average expert results		validation	86,67%	Very Valid

Content aspects were analyzed by Dra. Hj. Sri Indrawati, M.Pd., Ph.D.. In general, the content aspect received a score of 34 out of 40 with a percentage of 85%. This percentage shows that in terms of content, the E-LKPD developed is very valid. Experts also provide input to add more questions related to theory and not only focus on developing questions similar to PISA or AKM so that the E-LKPD being developed can help students study literary texts while improving their reading literacy skills.

The feasibility assessment in terms of construct was carried out by Dr. Santi Oktarina, S, Pd., M.Pd. This assessment received a score of 30 out of 32 with a percentage of 93.75%. Based on this percentage, it is known that the feasibility in terms of construct is categorized as very valid. Experts also provide input to correct spelling errors in the E-LKPD being developed.

The language aspect was assessed by Ernalida, S.Pd., M.Hum., Ph.D. In general, the language aspect received a score of 26 out of 32 with a percentage of 81.25%. This percentage shows that in terms of language, the E-LKPD developed is well characterized. Experts also provide input to correct existing spelling errors and incorrect use of symbols.

The overall E-LKPD developed obtained a score percentage of 86.67% in the very valid category. Based on the results of the assessment from the validators, the developed E-LKPD can proceed to the next stage by making improvements according to suggestions and input from the three validators.

One-to-one test results

The One-to-One test was carried out with three students with low, medium, and high abilities. The focus of this stage is to collect feedback in the form of opinions from as many students as possible regarding the E-LKPD product being developed. Apart from that, researchers also found out what obstacles students experienced when working on E-LKPD individually.

The trial was carried out by taking the first part of a total of three learning parts. A simulation of the learning process should be carried out in class to find out the obstacles faced by each student individually. From this trial, researchers received several comments from research subjects, namely as follows.

Table 4. *Comments and suggestions one-to-one test phase*

No.	Code	Comment
1	Nw	The appearance is attractive and not boring.
2	N	The story is interesting to read, but some words are written wrong.
3	MRP	The thing is, some are easy, and some are difficult to do.

Based on these comments, it is known that from a visual perspective, E-LKPD can attract students' interest with the design and supporting images in E-LKPD. The story developed is suitable for their age even though typos are still found in it. Furthermore, from the comments, the researcher also succeeded in confirming that there were variations in the level of difficulty of the questions on the E-LKPD.

Small group test results

Small group testing focuses on testing the practicality of the product developed. The practicality of E-LKPD can be assessed through students' readability test results. The following are the results of the practicality test through the small group test which was tested on six students with low, medium, and high abilities.

Table 5. *Practicality test analysis results*

Aspect	Earned Score	Percentage
Design	171 of 180	95%
Language	162 of 180	90%
Fill	100 of 120	83.33%
Response	53 of 60	88.33%
Mean		89.16%

Four aspects of E-LKPD were assessed design, language, content, and response. Completing the practicality questionnaire by observers obtained an average presentation of 89.16% in the very practical category. The scale used in this

calculation is a 1-5 Likert scale. Based on this table, shows that the E-LKPD developed is practical to use.

In this trial stage, researchers also carried out learning simulations like in class by dividing students into two groups. Each group consists of 3 students with low, medium, and high abilities. Learning focuses on working on tasks in group, in the "Ruang Kolaborasi" section. The following are comments given by students.

Table 6. *Comments and suggestions from the small group test phase*

No.	Initials	Comment
1	AF	The discussion is fun and interesting.
2	MT	The e-LKPD is interesting, but there are typos.
3	AB	Some questions are easy and some are difficult.
4	TNA	The discussion was very exciting, everyone answered
5	YFR	There were questions that didn't have instructions on how to do them, which made me a little confused.
6	SSA	The images on the E-LKPD are very interesting.

Learning in this simulation is carried out in a way that students must be more active than the teacher. Researchers took a more relaxed approach to learning simulations and used examples that were familiar to students. This practice is implemented to encourage students to express their opinions with confidence and participate in constructive arguments. Students enjoy a learning process that makes them the center. This was evident from their comments which stated that the discussion was exciting and interesting, as well as the statement that all students participated in answering.

From the analysis of the practicality test questionnaire and students' comments, it is known that the product developed is suitable for testing at the field test stage by making several improvements. Improvements made include correcting typing errors and adding instructions for working on questions. After the repairs were completed, the researchers prepared the next stage of testing.

Field test results

The Field Test was carried out on 35 students. In the field test stage, researchers measured the increase in students' abilities after learning to use E-LKPD. Although in the E-LKPD being developed, there are independent activities and

collaboration spaces to help students learn narrative texts in the form of fantasy texts, the main aim of this research is to measure students' reading literacy skills through questions in the "Let's Hone Your Reading Literacy" section. The following are the results of the analysis of increasing student abilities.

Table 7. *Pretest and posttest analysis results*

	Mean	N	Std. Deviation	Sig. (2-tailed)
Pretest	61.4286	35	12.16138	,000
Posttest	74.8571	35	10.10865	

Based on this table, it is known that the mean on the posttest (74.85) is higher than the mean on the pretest (61.42), this shows a shift in the overall score towards a higher direction. Furthermore, the posttest results obtained a standard deviation of 10.10 which was lower than the pretest standard deviation of 12.16, this shows that the scores in the posttest tended to be more concentrated around the average. Result Sig. (2-tailed) obtained 0.000 which is smaller than 0.05, shows there is a significant increase. The Sig. (2-tailed) result proves that interactive E-LKPD to support increasing students' reasoning competence towards reading literacy in a tourism context through the Blogspot platform influences the form of increasing students' reading literacy skills.

CONCLUSION

This research aims to develop and test the effectiveness of interactive E-LKPD in improving the reading literacy skills of students in grade VII at SMP Negeri 20 Palembang. The E-LKPD developed takes advantage of the tourism context of South Sumatra, especially Palembang. The tourist context was chosen so that students could connect learning with everyday life around them.

Based on the validation results by the three validators, the developed E-LKPD obtained a score percentage of 86.67% in the very valid category. Furthermore, based on the practicality test, the developed E-LKPD obtained a score percentage of 89.16% in the very practical category. Furthermore, the shift in the average student score on the pretest and posttest from 61.42 to 74.85, shows the effectiveness of the developed E-LKPD in improving students' reading literacy skills. Students show an increased ability to find implicit and explicit information in the text.

Thus, E-LKPD can be used as an alternative to improve students' reading literacy skills at the junior high school level. Utilizing the tourism context in developing E-LKPD can also be

considered an innovative approach that can make students more interested in improving their reading literacy skills.

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