

# Developing Interactive E-LKPD with Wizer.Me: A Needs Analysis for Enhancing Poetry Writing Skills in Junior High School Students in Palembang

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## ABSTRACT

Writing skills are crucial in Indonesian language learning at the secondary school level. However, students' creative writing abilities remain weak, and low motivation is often cited as a contributing factor. Therefore, an effective solution is needed to support creative writing instruction. This study aimed to analyze students' needs for an Electronic Learner Worksheet (E-LKPD) to enhance creative writing skills in junior high school. A survey method was employed, involving 294 students. Data were collected through questionnaires and interviews, and analyzed using both qualitative and quantitative techniques. The findings revealed three main points: (1) the E-LKPD should align with established principles of E-LKPD development, its characteristic features, and the fundamentals of poetry writing instruction; (2) existing E-LKPD exhibit significant shortcomings; and (3) teachers at Junior High School 56 Palembang express a strong need for interactive E-LKPD to support poetry writing instruction. The study underscores the necessity of developing more effective and engaging E-LKPD to improve students' creative writing skills and overall literacy. Enhancing the quality of instructional materials could better motivate students and foster greater achievement in writing.

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## 1. INTRODUCTION

Educators are currently required to be creative in presenting learning that utilises the right media and teaching strategies so that the material is conveyed well (Wahyudi, 2021; Haryono, A., & Alatas, 2021). Learning in school functions as a process of interaction between students and educators with learning resources in a learning environment, so learning must be able to motivate students to learn and seek information from various sources (Ramdhani, 2021; Suardi, 2021). The use of technological media is crucial in education, especially in the context of an independent curriculum, where interactive learning is expected to connect various subjects and experiences (Malawi, 2021; Fatmawati, 2020).

Based on observations at SMPN 56 Palembang, teachers have difficulty in making LKPD due to lack of understanding and technological facilities (Pulungan, 2020; Triana, 2020). The lack of electronic facilities at school causes technology to be rarely integrated in learning, so that the LKPD used is not interactive. The innovation of Wizer.me-based E-LKPD can be an effective solution for teachers to facilitate the management of questions and assessments, as well as increase student involvement, even though only using smartphones (Pulungan, 2020). Several studies have shown the effectiveness of E-LKPD, such as research by Wardani et al. (2022), who found an increase in understanding of mathematical concepts with Android-based E-LKPD, and Prasetyo (2021) who highlighted an increase in student learning independence in science learning using E-LKPD.

Wizer.me is effectively used in a variety of learning, such as math, science, language, and art, with interactive features such as quizzes and drag-and-drop-based exercises. To improve poetry writing skills, the platform enables collaboration between students, visual idea generation and immediate feedback. The progress monitoring and auto-grading features also make it easier for teachers to provide constructive evaluations, making Wizer.me very feasible to use in creative learning, such as poetry writing.

Despite the growing interest in digital learning resources, research specifically addressing the development of E-LKPDs (Electronic Student Worksheets) for poetry writing remains limited, particularly those utilizing platforms such as Wizer.me. Previous studies have predominantly focused on the development of interactive media and E-LKPDs for other subject areas, leaving poetry writing at the junior high school level relatively underexplored. This study seeks to address this gap. Based on the analysis of earlier research, the suboptimal development of E-LKPDs for poetry writing has been attributed to the absence of comprehensive needs analyses, resulting in materials that fail to fully meet instructional requirements.

In response to these challenges, the present study emphasizes the critical role of needs analysis as a foundational stage in the development of an effective E-LKPD. Following the framework proposed by Nation and Macalister (2019), data were collected from students and teachers regarding their experiences, expectations, and instructional needs in poetry writing. The needs analysis was conducted through a questionnaire that captured students' current conditions, their aspirations, and the competencies they should attain. This study specifically investigates the needs for an E-LKPD at SMP Negeri 56 Palembang.

The novelty of this research lies in the design and features of the developed E-LKPD, which include: (1) an attractive layout designed using Canva; (2) support for auditory and visual learning through integrated voice recordings and animations; (3) an auto-reading menu featuring a voice function; (4) assessments based on Palembang's local cultural themes; (5) direct links to supplementary materials such as Flipbooks and YouTube learning videos; and (6) a menu enabling students to submit their writing through a Moodle link.

## 2. METHODS

This study employed a combination of qualitative and quantitative approaches, utilizing a modified development model based on Borg and Gall (1981) and Alessi and Trollip (2020). The research was conducted at the research and information gathering stage of the research and development cycle, using analysis and survey methods to identify the needs of students and teachers for the development of an Electronic Learner Worksheet (E-LKPD) for creative writing instruction, specifically in poetry. The Borg and Gall model was selected for its strengths in offering systematic and structured guidance for developing effective educational products through comprehensive needs analysis and continuous evaluation.

The sample consisted of 294 students, comprising 125 males (42.5%) and 169 females (57.5%). Data were collected through a questionnaire distributed via Google Forms. The questionnaire was designed to capture a needs analysis based on Borg and Gall's framework, with response categories including "very needed," "needed," "less needed," and "not needed." The questionnaire items covered general aspects, indicators and competencies, presentation of E-LKPD material, learning activity features, and

evaluation components. In addition, open-ended questions were posed to one teacher and five students, selected through purposive sampling, to obtain deeper qualitative insights. This sampling strategy ensured diverse representation across different backgrounds and abilities, enhancing the relevance and applicability of the findings to the broader school population.

For the analysis, responses were categorized based on frequency criteria: very necessary (76%–100%), necessary (50%–75%), less necessary (26%–49%), and not necessary (<26%). Corresponding scores were assigned on a Likert scale ranging from 1 (not necessary) to 4 (very necessary). The needs analysis instrument combined closed-ended questions to generate quantitative data and open-ended questions to gather qualitative feedback. Prior to the main study, the questionnaire was validated through pilot testing and revised based on feedback from participating students and teachers to ensure clarity and reliability.

### 3. FINDINGS AND DISCUSSION

This study used a modified research and development model based on needs by combining the Borg and Gall (1981: 775) and (Alessi, S. M. & Trollip, 2020) approaches. The initial stage of the research included identifying students' and teachers' needs for E-LKPDs in learning to write poetry. The identification process was carried out by collecting information through an online questionnaire using Google Forms and distributed to 294 students and one teacher at SMP Negeri 56 Palembang. The analysis of students and teachers needs focused on three main aspects, namely needs, shortcomings, and desires. The needs in question are ideal and effective E-LKPDs. The shortcomings are the weaknesses of the E-LKPD that have been applied so far in the learning process. The desire is the desire of students and teachers for E-LKPDs that are interactive and innovative, so that they can improve the writing skills of junior high school students, especially in poetry writing material.

The results of this study show that the Wizer.me-based E-LKPD effectively addresses the challenges of learning poetry, by increasing interactivity and student engagement. The results provide concrete steps for educators to utilize interactive features in developing poetry writing creativity and for policy makers to encourage the integration of technology in the curriculum. Compared to similar studies in other subjects such as mathematics and science, the use of Wizer.me in poetry learning offers a more creative and personalized approach, which is profound in developing students' writing and expression skills, as well as increasing students' engagement in the learning process.

#### 3.1 Necessities

This study identified learners' and teachers' needs in learning to write poetry through Wizer.me-based E-LKPD. Learners expressed needs such as, *"I need media that makes me more interested in writing poetry"* and *"I would prefer if there was a feature that allows me to hear examples of poems"*, indicating the importance of interactive media to increase motivation and understanding. Teachers also stated, *"The auto-assessment feature is very helpful in giving quick feedback"*, highlighting the need for efficient tools to assess learners' writing. The use of interactive digital media can increase learners' motivation and engagement in learning, and quick and constructive feedback in writing learning greatly supports the creative process (Suyatno, (2020); Harimukti, 2021). In line with this, Hidayat (2022) added that technology-based learning such as E-LKPD facilitates students to develop poetry writing skills in a structured and reflective manner, supporting the principle of constructivism in education. Wizer.me-based E-LKPD with interactive features and immediate feedback is in fact effective in developing learners' poetry writing skills.

The needs analysis in developing E-LKPDs should focus on what learners need to know in order to function effectively in learning and evaluating poetry writing (Erawati, D., Astuti, P. D., & Supriadi, 2023; Triana, 2020b). The ideal E-LKPD should support the principles of learning media development that fulfill three main requirements: didactic (effective education), constructive (easy-to-understand language), and technical (visual aspects such as fonts and animations) (Kaewpet, 2020). E-LKPDs

should also be logically organized, motivate learners, and support the problem-solving process, with the principle that E-LKPDs serve as a learning tool, not a substitute for the teacher's role, to foster interest in writing (Kopniak, 2020b; Kaewpet, 2020).

An ideal E-LKPD has several important characteristics, including being visually appealing, providing opportunities for learners to solve problems and write poetry, and reflecting themes close to learners' experiences. These E-LKPDs should also contain questions that explore learners' competencies and be simple in presentation, so that they can be used to effectively practice poetry writing skills (Triana, 2020).

### 3.2 Lacks

In the needs analysis, there were shortcomings from previous learning, which were then analyzed specifically, obtained from a questionnaire distributed to 294 students, with 125 male students (42.5%) and 169 female students (57.5%). The qualitative findings showed that 78% of students stated that they needed a more engaging medium for writing poetry, with 64% suggesting a voice feature to help them understand the material. In addition, 70% of teachers revealed that an auto-grading feature would be helpful in providing quick and effective feedback. The shortcomings found, such as students' lack of interest in poetry materials (59%) and limited understanding of poetry writing techniques (55%), varied across classes with different backgrounds; students in classes with more limited facilities showed more difficulties in accessing digital media, while students in classes with better facilities were better able to utilize the E-LKPD to improve their writing skills.

Based on interviews with students and teachers of grade VIII at SMP Negeri 56 Palembang, some significant shortcomings in learning were found. First, the learning method applied tends to be monotonous, with the teacher using more one-way presentations without providing opportunities for learners to interact or practice the material. In addition, although the school has basic facilities such as infocus and internet, these facilities are rarely used optimally to support interactive learning. The use of learning media, including E-LKPDs, is minimal, while the learning materials presented are often sourced only from general textbooks and are less relevant to the topic.

Another problem is the lack of focus on developing writing skills, especially in poetry learning, due to the lack of guidance and writing activities in class. The evaluations applied are also not always appropriate to the material studied, with answer keys that are often inappropriate. In addition, the appearance of learning media, which is generally made with the Canva application and printed, is considered monotonous and not in accordance with the concept of electronic E-LKPD. Learners want learning media that are more interactive, interesting, and support various learning styles, such as visual, auditory, and kinesthetic, to create a more enjoyable and effective learning atmosphere.

### 3.3 Wants

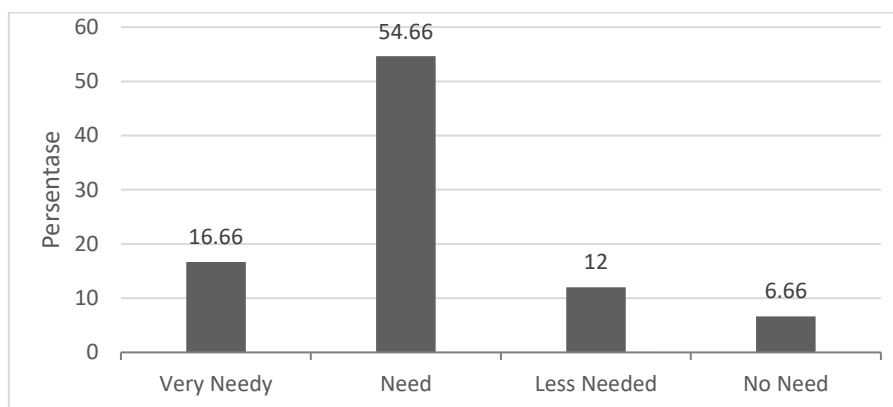
Needs are aspects needed by students and teachers to support effective learning, especially in learning to write poetry. The needs of students and teachers were assessed by distributing a closed questionnaire regarding the E-LKPD developed by the researcher to the research subjects. The closed questionnaire totalled 12 items, which the researcher distributed to 297 students with details of 125 males (42.5%) and 169 females (57.5%). In addition to closed questions, the researcher also provided 12 open-ended questions aimed at getting a more in-depth picture of the needs of students and teachers. This descriptive analysis was conducted using a needs questionnaire given to 5 students and 1 teacher. The questions were divided into several aspects, namely: (1) the importance of using media in learning to write poetry for grade VIII students; (2) learning objectives, indicators, and competencies that students want to achieve; (3) the completeness of E-LKPD content needed by students and teachers; (4) features of learning activities in E-LKPD; and (5) evaluation or exercises needed by students in poetry writing material. The needs were analysed using a Likert scale, with the categories: very necessary (4),

necessary (3), not necessary (2), and less necessary (1). The frequency and criteria of needs according to Arikunto (2020), as follows.

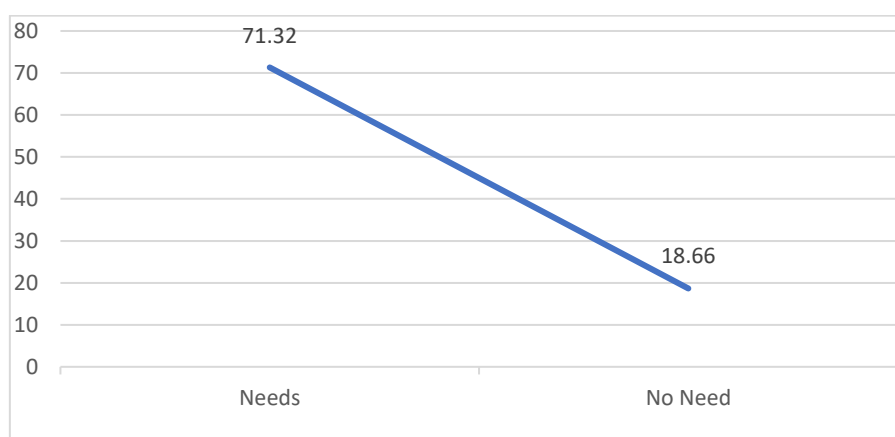
**Table 1.** Interpretation of Needs Analysis Percentage

| Percentage Requirement | Interpretation |
|------------------------|----------------|
| 76—100%                | Very Needy     |
| 50—75%                 | Need           |
| 26—49%                 | Less Needed    |
| <26%                   | No need        |

The results of this study provide a clear picture of the needs of teachers and students for E-LKPD in learning to write poetry at SMP Negeri 56 Palembang. The application of the results of this study is expected to improve the effectiveness of learning and fulfil the needs that have been identified. The following is a chart of the questionnaire results and a frequency table showing the students' needs for the use of interactive E-LKPDs in writing poetry.

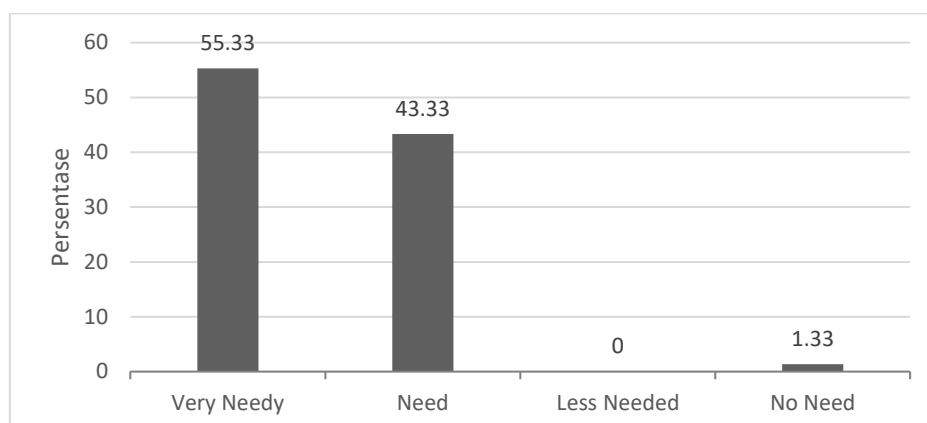


**Figure 1.** Student Needs for the Use of Mobile Learning Media

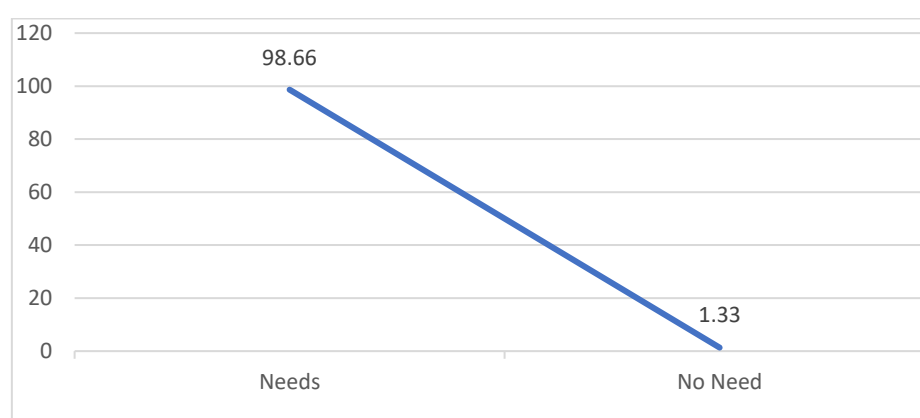


**Figure 2.** Frequency of Mobile Learning Media Needs in Learning Poetry Writing

In the first question, regarding the need for mobile-based learning media in learning to write poetry, 16.66% of students stated that they needed it very much, 54.66% stated that they needed it, 12% stated that they needed it less, and 6.66% stated that they did not need it. This shows that the use of mobile-based media in learning to write poetry is needed. While the results of the frequency of need numbers show 71.32% and do not need numbers show 18.66% based on the criteria of need, this question has the interpretation of need.

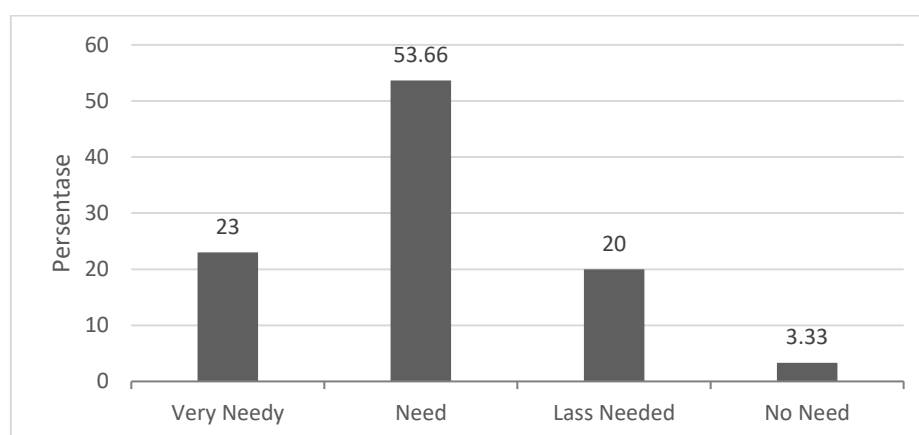


**Figure 3.** Student Needs for Indicators and Competencies in Video Format

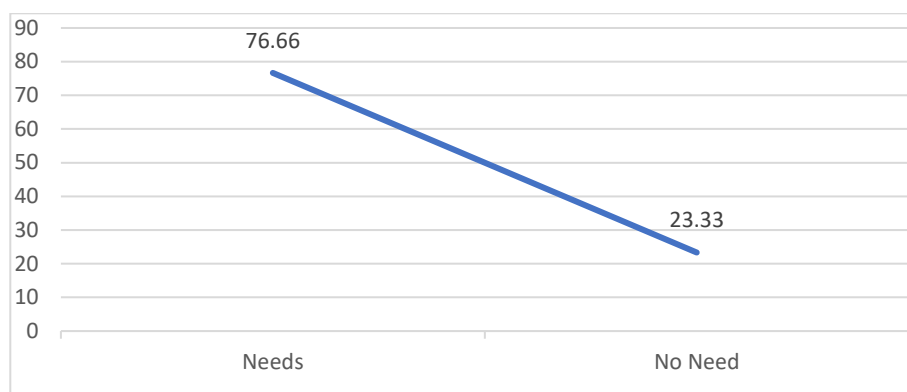


**Figure 4.** Frequency of Need for Learning Indicators and Competences Presented in Video Forms

In the second question, regarding the need for indicators and competencies presented in the form of videos, 55.33% of students stated that they really needed, 43.33% stated that they needed, 0% stated that they needed less, and 1.33% stated that they did not need. This shows that students really need indicators and competencies presented in the form of interesting animated videos. Whereas in the frequency results, the number of needs shows 98.66% and does not need to show 1.33% based on the needs criteria, then this question has a very necessary interpretation.

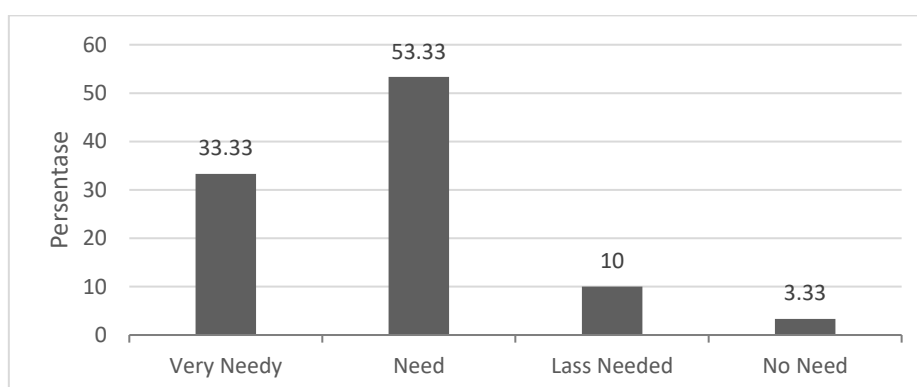


**Figure 5.** Student Needs for Material Presented in File Format

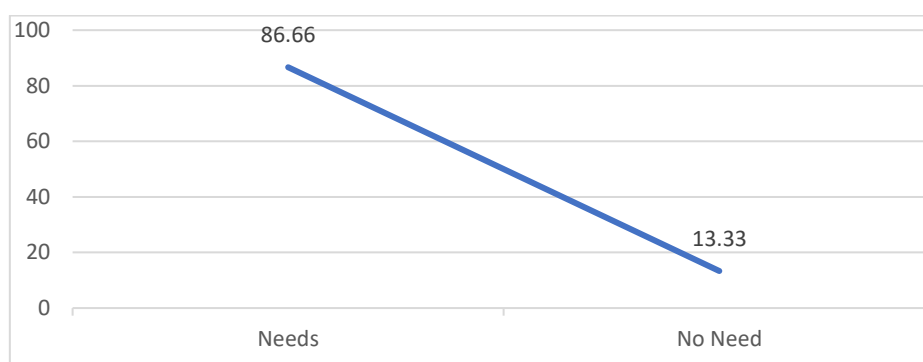


**Figure 6.** Frequency of Need for Materials Presented in E-LKPD File format (Word/PDF)

In the third question, regarding the presentation of material in Word/PDF file format, 46.33% of respondents stated that they really needed it, 53.66% stated that they needed it, 20% stated that they needed it less, and 3.33% stated that they did not need it. This means that the material presented in the E-LKPD in file format (Word/PDF) is needed for learning. Whereas in the frequency results, the number of needs shows 76.66% and does not need to show 23.33% based on the needs criteria, this question needs interpretation.

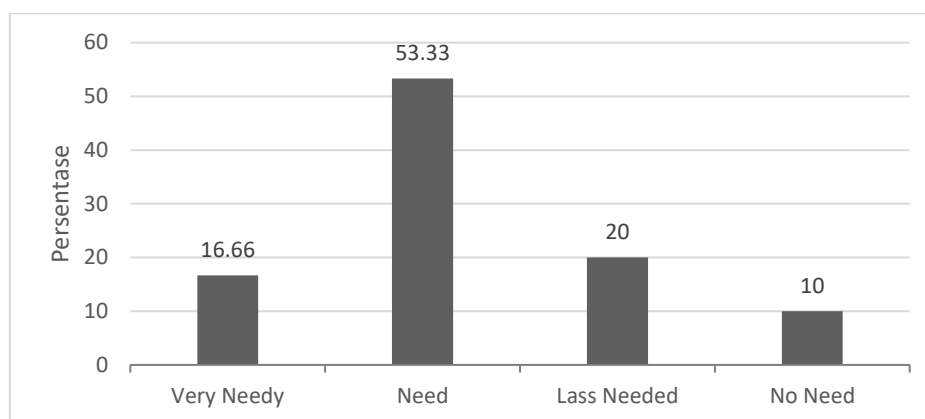


**Figure 7.** Student Needs for Learning Materials in the Form of Educational Videos Uploaded on YouTube

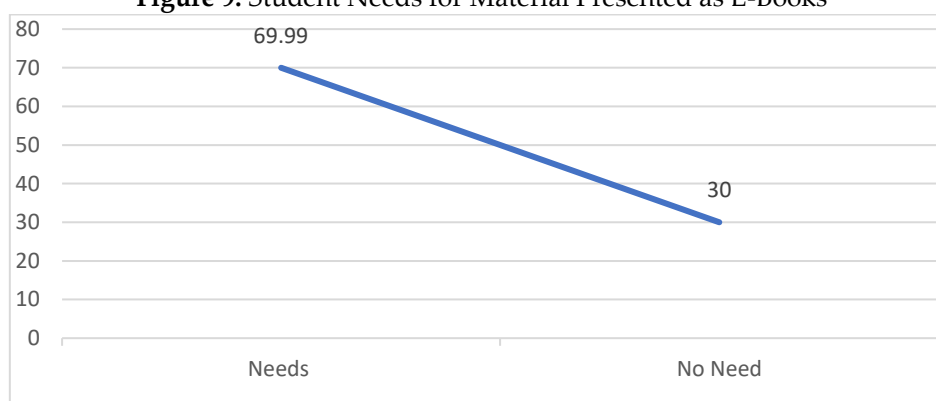


**Figure 8.** Frequency of Need for Learning Videos Uploaded on Youtube

In the fourth question, regarding the presentation of material in E-LKPD in the form of learning videos uploaded on YouTube, 33.33% stated that they really needed it, 53.33% stated that they needed it, 10% stated that they did not need it, and 3.33% stated that they did not need it. The analysis results show that learning videos uploaded on YouTube provide easy access for students and are needed for E-LKPD. While in the frequency results, the need number shows 86.66% and no need shows 13.33% based on the need criteria, then this question has a very necessary interpretation.

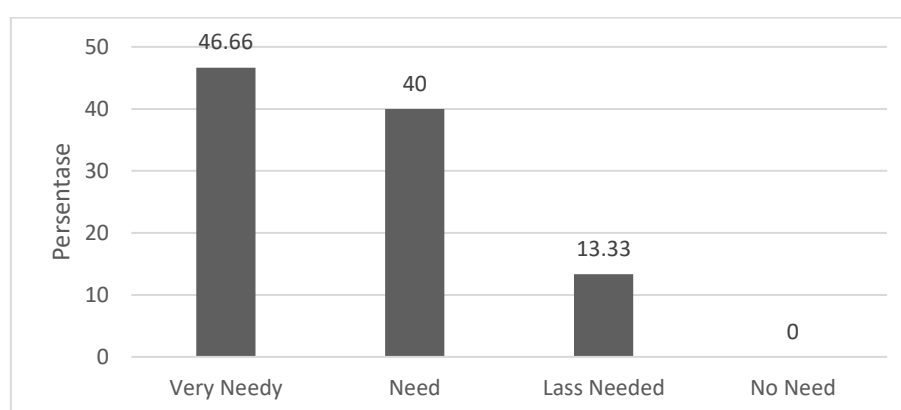


**Figure 9.** Student Needs for Material Presented as E-Books



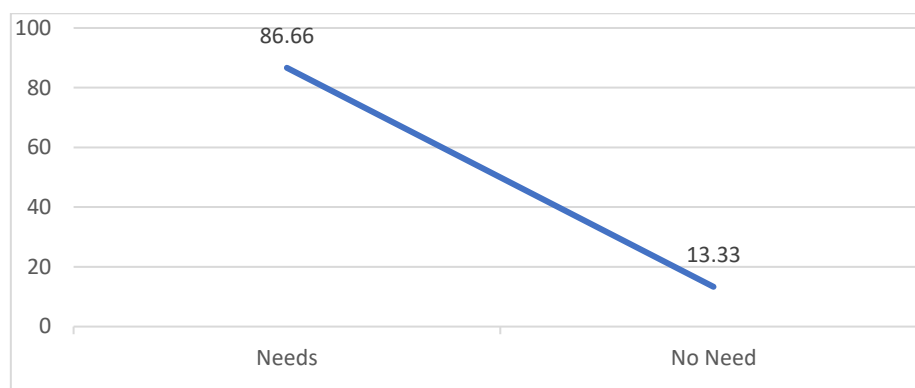
**Figure 10.** Frequency of Need for E-LKPD that Have Materials In the form of an E-Book

In the fifth question, regarding E-LKPD that has material in the form of e-books, 16.66% of students stated that they really need it, 53.33% of students stated that they need it, 20% stated that they do not need it, and 10% stated that they do not need it. The use of e-books is considered to facilitate students' access to learning and is therefore needed. While in the results of the frequency of need numbers shows 69.99% and no need shows 30% based on the criteria of need, this question interprets need.



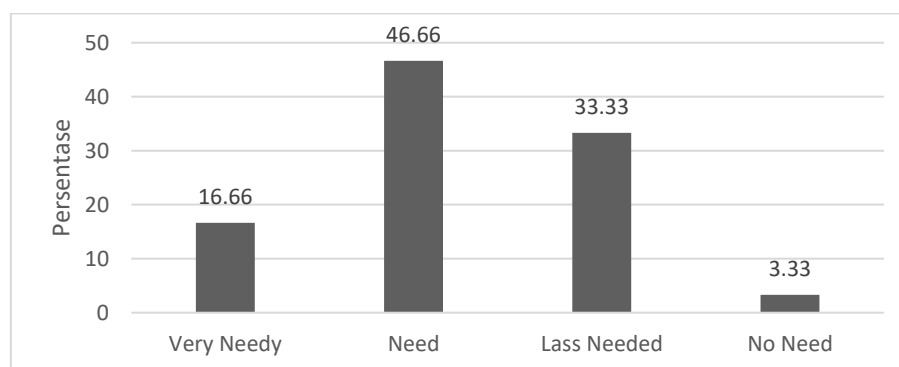
**Figure 11.** Student Needs for Material Presented with Videos from Renowned Poets



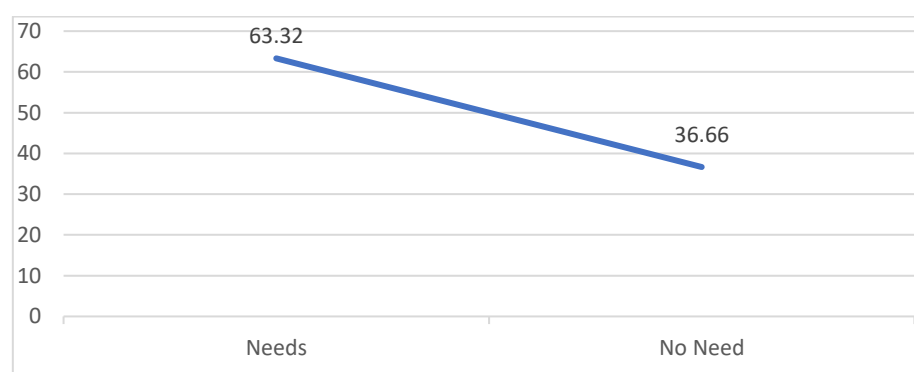


**Figure 12.** Frequency of Need for E-LKPD Featuring Tips for Writing Poetry from Famous Experts

In the sixth question, regarding the presentation of material in the E-LKPD that displays tips on writing poetry from famous experts, 46.66% of students stated that they really needed it, 40% stated that they needed it, 13.33% stated that they did not need it, and 0% stated that they did not need it. This shows that tips from famous experts/poets can help students in writing poetry and are needed in the learning process. While the results of the frequency of need numbers show 86.66% and no need shows 13.33% based on the criteria of need, then this question has a very needed interpretation.

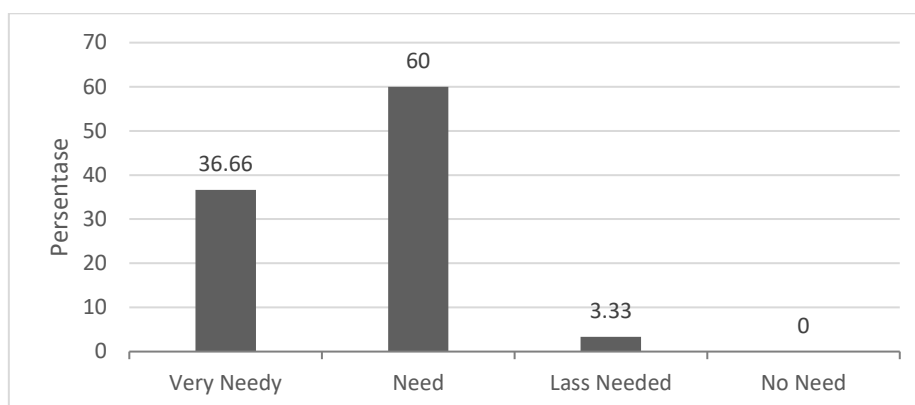


**Figure 13.** Student Needs for Material Presented as Links

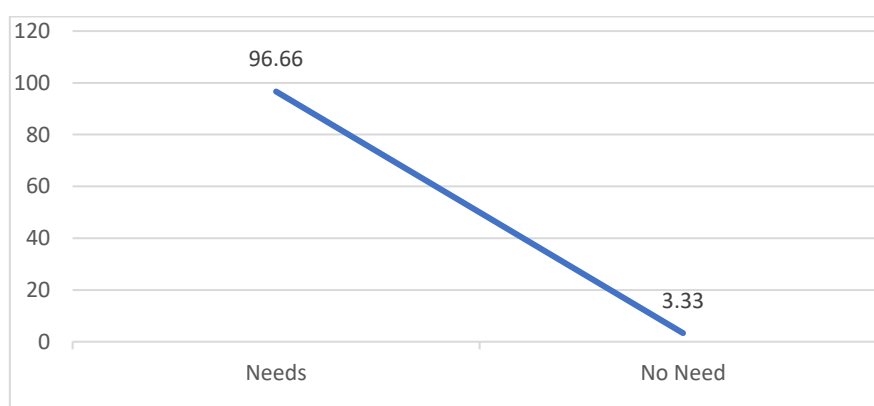


**Figure 14.** Frequency of the Need for E-LKPD that Present Materials in the Form of Form of Link

In the seventh question regarding the presentation of material in E-LKPD in the form of links, the results showed that 16.66% of students stated that they really needed it, 46.66% stated that they needed it, 33.33% stated that they needed it less, and 3.33% stated that they did not need it. Based on the results of the analysis, the need for E-LKPD that presents material in the form of links is needed by students in the learning process. While in the frequency results, the number of needs shows 63.32% and does not need to show 36.66% based on the criteria of need, then this question has the interpretation of needed.

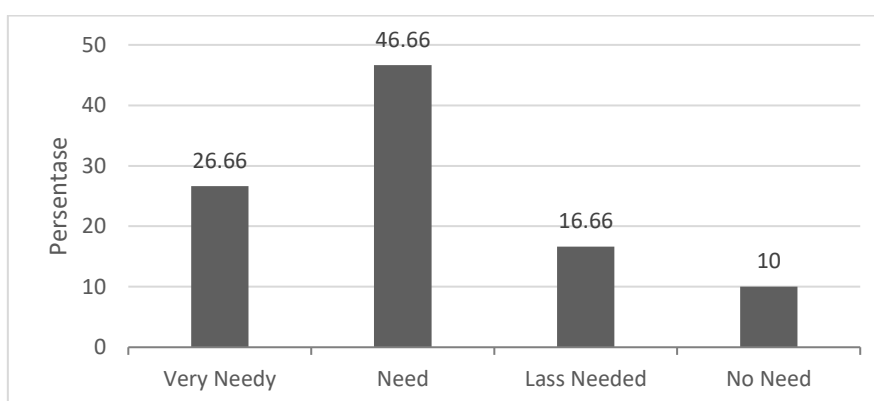


**Figure 15.** Student Needs for Material Presented in the Form of Animated Videos

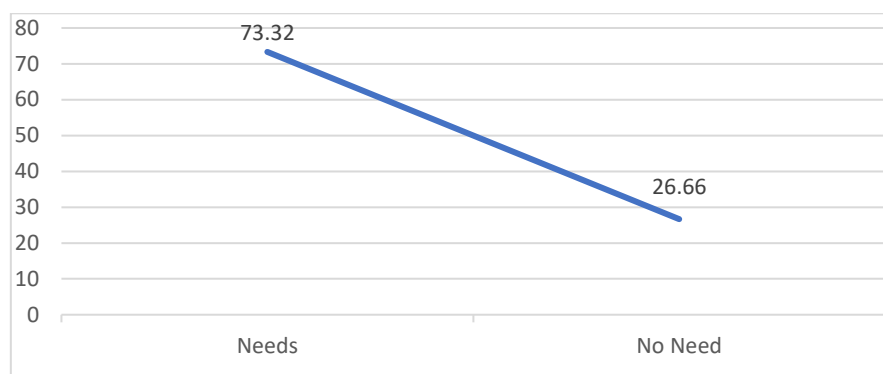


**Figure 16.** Frequency of Need for E-LKPD Presented in the Form of Animated Video

In the eighth statement, regarding the presentation of E-LKPD in the form of animated videos, 36.66% of students stated that they really needed it, 60% stated that they needed it, 3.33% stated that they did not need it, and 0% stated that they did not need it. This shows that videos with animation effectively attract students' attention and make it easier for them to understand the material, so it becomes a valuable component in the learning process and is needed. Whereas in the frequency results, the number of needs shows 96.66%, and no need shows 3.33% based on the criteria of need, this question has a very needed interpretation.

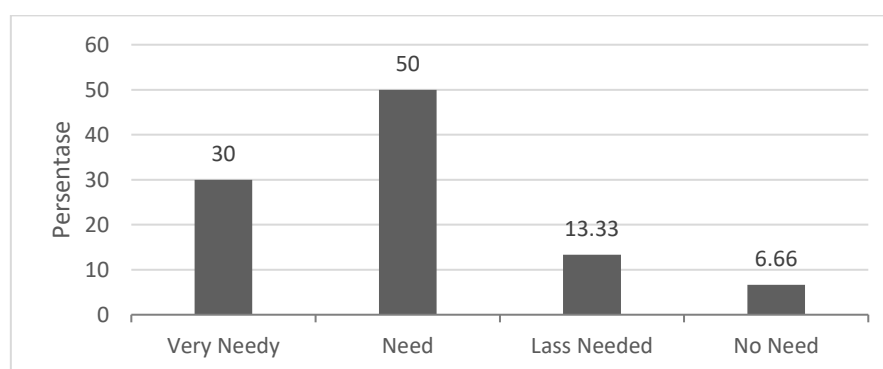


**Figure 17.** Student Needs for Material Presented in the Form of Audio

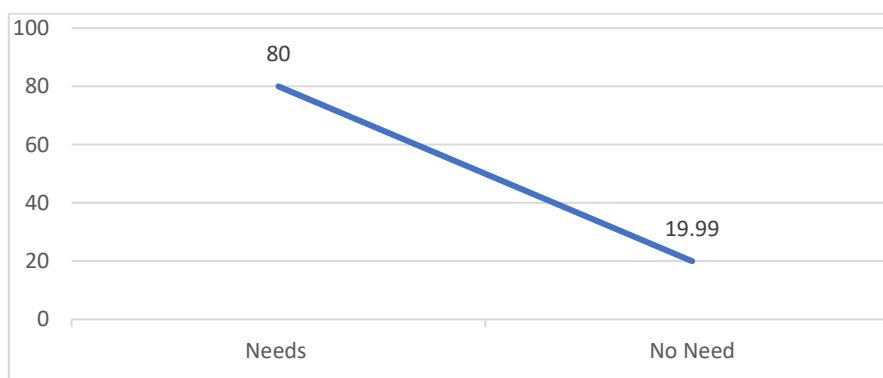


**Figure 18.** Frequency of the Need for E-LKPD that Present Material in Audio

In the ninth statement, regarding the presentation of material in E-LKPD in audio format, 26.66% of students stated that they really needed it, 46.66% stated that they needed it, 16.66% stated that they did not need it, and 10% stated that they do not need it. This shows that the presentation of material in audio format will help students with auditory learning styles, so it is an important component for effective learning, and this is needed. While in the frequency results, the need number shows 73.32% and no need shows 26.66% based on the need criteria, this question needs interpretation.

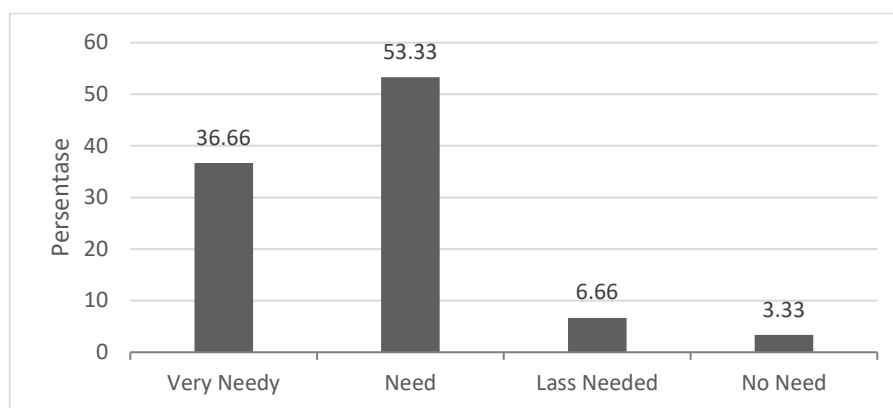


**Figure 19.** Student Needs for Material Presented in the Form of Theories

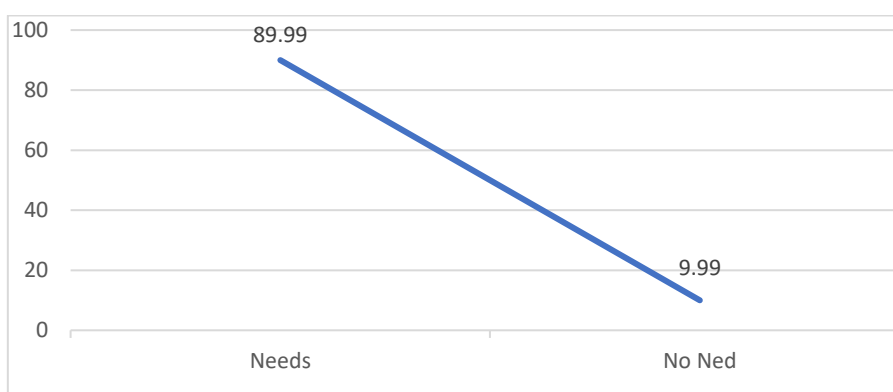


**Figure 20.** Frequency of need for E-LKPD that present poetry writing theories

In the tenth question regarding the presentation of material in the E-LKPD in the form of a theory of writing poetry, 30% of students stated that they really needed it, 50% stated that they needed it, 13.33% stated that they did not need it, and 6.66% stated that they did not need it. The results of the analysis show that the presentation of material, in theory, is considered sufficient to help students understand the learning content, and this is needed. While in the frequency results, the need number shows 80% and no need shows 19.99% based on the need criteria, then this question has a very needed interpretation.

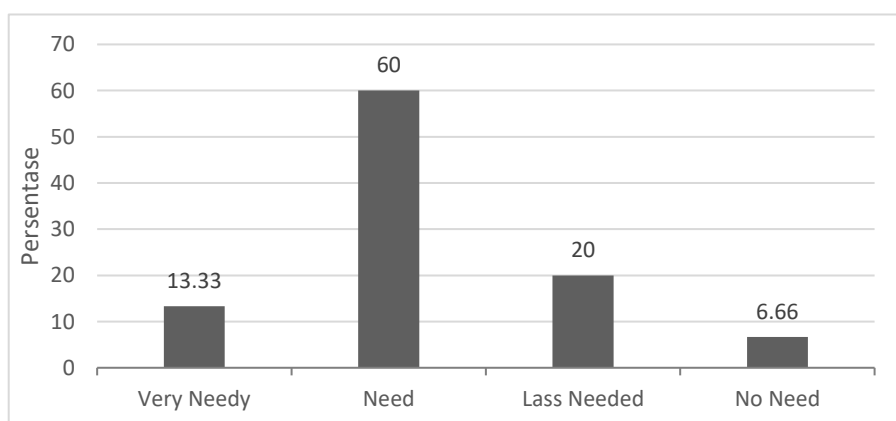


**Figure 21.** Student Needs for E-LKPD with Attractive Design

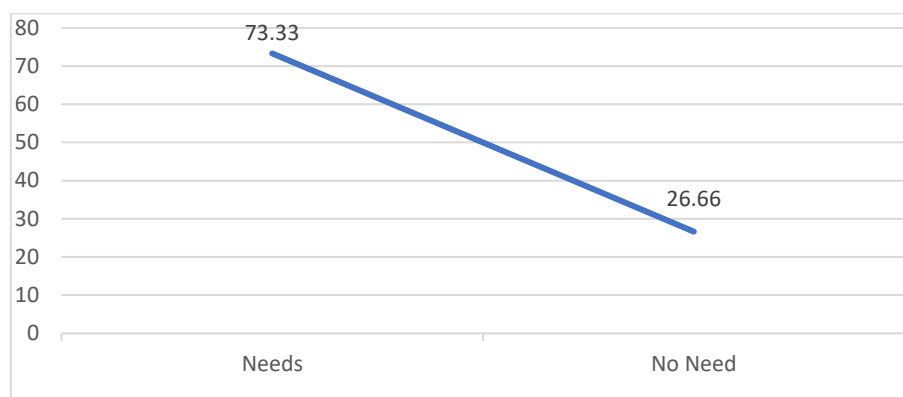


**Figure 22.** Frequency of Need for E-LKPD with Attractive Design

In the eleventh question regarding the need for E-LKPD with an attractive design, 36.66% of students stated that they need it very much, 53.33% stated that they need it, 6.66% stated that they need it less, and 3.33% stated that they need it less. This shows that students consider E-LKPD with an attractive design important for their learning experience and this is needed. While in the results of the frequency of the number of needs show 89.99% and no need shows 9.99% based on the criteria of need, then this question has a very necessary interpretation.



**Figure 23.** Student Needs for E-LKPD with Voice Features



**Figure 24.** Frequency of Need for E-LKPD with Presenting Voice Feature

In the twelfth question, regarding the need for E-LKPD that presents a voice feature to help students answer questions, 13.33% of students stated that they really need it, 60% stated that they need it, 20% stated that they do not need it, and 6.66% stated that they do not need it. This indicates that the voice feature is considered important to help students answer questions more effectively, and this is needed. Whereas in the frequency results, the number of needs is shown at 73.33% and does not need to show 26.66% based on the needs criteria, this question needs interpretation.

Based on the needs analysis results above, the main challenges in developing E-LKPD with interactive features include technical limitations and costs. The integration of features such as sound, animation, and automatic assessment requires sophisticated hardware and software that may not be available in all schools, as well as high development and maintenance costs. The overlap between “wants” and “needs” is seen in students' demand for engaging media, while the top priority should be on features that support material comprehension and writing skills, such as automatic assessment and active learning. E-LKPD development should focus on features that have a direct impact on learning outcomes, rather than simply fulfilling student desires.

## Discussion

Writing poetry is an important educational activity that develops students' skills and knowledge. However, in practice, various obstacles arise from students, teachers, and the curriculum. (Ekoati, 2019) argues that compared to writing poetry, students are more interested in writing popular scientific articles because poetry is often considered too challenging in terms of language and meaning, in contrast to writing letters, memos, or other forms. The learning process requires continuous improvement in line with advances in science and technology (Irawati, Iqbal, Hasanah, & Arifin, 2022). Educational technology refers to the practice of using technological tools and methods to improve the effectiveness and efficiency of the teaching and learning process (Istiq'faroh, 2020).

Based on the results of the description above, it is known that mobile technology-based learning is needed by teachers to improve learning processes and outcomes, especially in learning to write poetry. This is in accordance with the advancement of technology and in accordance with the demands of the times, and also the characteristics of today's learners according to the regulations of the curriculum (Erawati, D., Astuti, P. D., & Supriadi, 2023). Meanwhile, among the learners themselves, mobile devices are a necessity for them to communicate. This makes learners technologically literate. This situation can be utilised for the benefit of educators in an effort to improve students' abilities in learning (Ernalida, Oktarina, & Ansori, 2023). The development of E-LKPD in this study is one of them by utilising the learners' needs for these mobile devices. This is due to the ease with which learners can access materials and worksheets that are easy and interactive to use. Several previous studies have proven it (Pratami & Sugiarti, 2022; Amaliya, 2024; Aprilia, 2023). However, developing an E-LKPD is not as easy as one might think. Complex stages are needed for that. One of them is needs analysis. Needs analysis is indeed an important stage in the development of learning products and must be done

optimally (Sholihah, 2024). This will determine the quality of the product that has been developed. In this study, three components were used to measure teachers' needs for the E-LKPD developed, namely necessities, lacks, and wants (Nurhayati & Soetopo, 2021). The information obtained from the three components was used to design and make E-LKPD products before various further trials were conducted in this development research.

Based on the research results, there are three important aspects that need to be considered by researchers in developing E-LKPD so that the media can function effectively. First, researchers must understand the principles of E-LKPD development (Subakti et al., 2021; Mardatillah, 2024). These principles are important because E-LKPDs have different characteristics compared to other media, both in design and use. By applying these principles, the ineffectiveness of E-LKPDs can be minimised. Second, the E-LKPD developed must be adjusted to the characteristics of mobile-based learning (Alfiansyah, 2024; Sudarnono, Ida, & Burhanuddin, 2024). Mobile-based learning has characteristics that become its own attraction. If the E-LKPD is designed in accordance with the characteristics of mobile-based learning, this E-LKPD will be more efficient and effective, and increase user satisfaction, both teachers and students (Ernalida, E. Loeneto, Eryansyah, Alwi, & Oktarina, 2020). Third, it is important to pay attention to the principles of learning to write. Writing is a skill that requires special stages, so these principles must be accommodated in the development of E-LKPD (Oktarina, Indrawati, & Slamet, 2023). The research also found that the E-LKPD used today still has shortcomings. This is mainly due to the limitations of teachers in designing media that are relevant to the demands of the times. The need for teachers' digital competence in the current learning era is urgent. Today's learners are known for their dependence on technology, which has become an important part of their lives. Therefore, information related to this shortcoming can be an input in designing interactive E-LKPDs.

Based on the research, information was found related to the needs of teachers in developing this interactive E-LKPD in learning to write poetry. In general, it is known that teachers really need learning technology to support the presentation of optimally designed materials, activities, evaluations, and exercises. The use of technology can make learning more interesting and increase students' motivation to learn (Ernalida et al., 2023; Oktarina et al., 2023; Indrawati, 2021). In addition, this E-LKPD must be able to accommodate the stages of writing skills, namely pre-writing, writing, and post-writing, so that the resulting writing is of higher quality. In response to the results of the needs analysis, there are several updates planned in this E-LKPD. First, the use of a more attractive design by using design assistance from canva, this was chosen because canva is considered more complex and there are various attractive designs that are very possible to be replaced; Second, supporting Auditory and Visual learning with the presence of Voice menus and attractive animations, this is very relevant to the curriculum that is currently being implemented in Indonesia, namely differentiated learning; Third, the use of the auto-read menu, students can click on the auto-read menu and the questions are immediately read automatically with the voice feature, this is in accordance with the practicality value of the developed media; Fourth, the assessments made are related to the local theme of Palembang, this is very supportive for culturally responsive teaching (CRT) based learning; Fifth, there is a menu that is directly connected to the flip book and learning videos on Youtube, this will make the learning atmosphere more complex by providing animations and creative learning videos; and Sixth, there is a voice feature that can be used by students to answer questions by voice, this makes the E-LKPD developed very practical to use in learning.

Integrating Wizer.me in schools with limited resources, such as SMPN 56 Palembang, presents practical challenges that need to be considered. While the platform offers ease of E-LKPD management and higher interactivity, hardware limitations, such as inadequate computers or tablets, as well as unstable internet access, can hinder optimal use. At SMPN 56 Palembang, for example, although there are basic facilities such as Infocus and an internet connection, the limited access and quality of the devices owned by the students become obstacles. However, Wizer.me still offers an efficient solution in reducing reliance on printed media, which can cut costs, as well as provide a more flexible way for teachers to deliver materials and manage assessments.

The proposed E-LKPD model has high scalability potential, not only for poetry writing subjects, but also for other disciplines. By modifying the content and features according to the characteristics of each subject, the Wizer.me-based E-LKPD can be applied in various schools and education levels. For example, in other subjects such as math or science, the platform's interactive features can help clarify abstract concepts, while automated assessments can provide instant feedback, speed up the evaluation process, and reduce teachers' administrative burden. The use of Wizer.me also allows for more dynamic integration of learning media, supporting visual, auditory, and kinesthetic learning styles, which is beneficial for enriching the learning experience.

However, this study has several limitations that need to be considered. First, the reliance on self-reported data through questionnaires may introduce subjective bias, as respondents may give answers that are more influenced by personal preferences or expectations of the technology used. Secondly, the focus of the study on only one school reduces the ability to generalize the findings to other schools with different conditions, in terms of facilities, student characteristics, and educational background. Therefore, further research covering more schools with diverse conditions is needed to get a more comprehensive picture of the effectiveness and sustainability of this E-LKPD model.

#### 4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that E-LKPDs are needed by teachers and students at SMPN 56 Palembang to support learning to write poetry. Teachers need several important things. First, E-LKPDs that utilize the latest learning technology, both for the presentation of material, practice questions, and evaluation. Second, this E-LKPD must include the stages of writing poetry. Third, the presentation of material in this E-LKPD must have been optimized according to the learning needs at school. Fourth, writing examples, tips from experts, and creative learning videos are needed to support students' understanding. Fifth, there is a need for E-LKPDs that are practical and easy to use, but still complex in terms of material and content.

This research contributes to educational innovation by demonstrating Wizer's potential.me-based E-LKPD in improving the quality of learning, particularly in the subject of poetry writing, in schools with limited resources. By integrating technology in learning, this research opens up opportunities for teachers to implement more interactive and fun teaching methods, while mitigating the constraints that exist in traditional learning. The results of this study can encourage educational policy changes that support the development and implementation of learning technologies in schools with limited facilities, as well as encourage wider adoption of digital learning media at the secondary school level.

For future research, it is recommended that the developed E-LKPD be piloted in various schools with more diverse conditions and student characteristics to assess its effectiveness and scalability in a broader context. In addition, it is necessary to explore the impact of Wizer further.me-based E-LKPD on student learning outcomes, especially in the aspect of improving students' writing skills and creativity. More in-depth research on the long-term effects of using E-LKPDs on students' learning motivation and academic achievement is also needed to provide stronger evidence of the benefits of technology in education.

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