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DEVELOPMENT OF E-LKPD USING THE WIZER.ME PLATFORM ON VEGETABLE CUTTING MATERIAL FOR VOCATIONAL CULINARY STUDENTS PHASE E

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ABSTRACT

This study aims to determine the feasibility of the media and content of the E-LKPD using the Wizer.me platform on the topic of vegetable cuts for the Culinary Vocational School Phase E, and student's responses to the use of the E-LKPD. The research method applied is Research and Development (R&D) using the ADDIE model. The research subjects were 32 students of 10th Grade Culinary Program at SMKN 1 Dlanggu. The instruments used included media validation, content validation, and student response questionnaires, analyzed using percentage descriptions and mean scores. The result of this research is an E-LKPD accessible at: wizer.me/learn/83AVYU. The media feasibility received a score of 84%, and the content received a score of 82%, both of which are interpreted as "Highly Feasible." Student responses obtained a score of 89%, falling into the "Very Good" category. Therefore, the E-LKPD is deemed suitable for use in the learning process.

Keywords: Development; E-LKPD; Wizer.me.

INTRODUCTION

The advancement of science and technology has brought significant changes to the field of education, requiring educators to take a more active role in creating adaptive and innovative learning environments. Teachers are no longer merely transmitters of information but are also expected to serve as facilitators who can guide students to become active participants in the learning process through the optimal use of technology (Sadriani & Arifin, 2023). Regulation of the Minister of Education and Culture (Permendikbud) No. 103 of 2014 emphasizes that 21st-century learning should be student-centered. However, in reality, learning in classrooms often remains teacher-centered, resulting in low student engagement and limited understanding of the subject matter (Suryaningsih et al., 2021).

The solution to address this issue is the development of interactive learning media. Student Worksheets (*Lembar Kerja Peserta Didik* or LKPD) are one such medium that can encourage students' active participation in the learning process (Umbaryati, 2020). In line with technological advancements, LKPD can now be developed in digital form, known as Electronic LKPD (E-LKPD), which offers more flexibility, engaging features, and accessibility through electronic devices (Anggara, 2024). Well-designed, interactive E-LKPD can enhance student motivation, participation, and learning outcomes.

One of the platforms that can be utilized for developing E-LKPD is *Wizer.me*. This platform supports various interactive features such as multiple-choice questions, short-answer formats, matching tasks, open-ended questions, and integration of multimedia elements including images, videos, and hyperlinks. Its ease of access and design flexibility make it a promising tool for creating technology-based learning media (Hamidah et al., 2023)..

Observations conducted during the Field School Introduction Program (*Pengenalan Lapangan Persekolahan* or PLP) at SMKN 1 Dlanggu Mojokerto revealed that the existing learning tools were not yet optimal in encouraging student engagement. The instructional process remained teacher-centered, with learning media limited to PowerPoint presentations and E-Modules that lacked sufficient visualization and interactivity. Specifically, in the topic of vegetable cuts, students struggled to understand the various cutting techniques due to the absence of supporting visual media such as images and videos.

Based on these conditions, this study aims to develop an interactive E-LKPD using the *Wizer.me* platform for the topic of vegetable cuts in the *Basic Culinary* subject (Phase E). This development is expected to improve student engagement and comprehension, while providing an alternative interactive learning medium that aligns with the needs and characteristics of students in the digital era.

RESEARCH METHODS

The type of research used in this study is the Research and Development (R&D) method. R&D is a research method employed to create specific products. These products may take the form of hardware, such as books or modules, or software, such as computer programs, instructional models, or learning media (Izza et al., 2021). In this study, the product developed is an Electronic Student Worksheet (E-LKPD) using the *Wizer.me* platform for the topic of vegetable cuts in Phase E of the Culinary Program at the vocational high school level.

The research model applied is the ADDIE model, developed by Dick and Carry, which consists of five stages: Analyse, Design, Development, Implementation, and Evaluation. The ADDIE model was chosen because of its systematic and structured stages, which facilitate a focused and organized development process of learning media. However, this study was limited to the Development stage due to constraints in time and funding. The data collection instrument used in this development research was a questionnaire with a four-point Likert scale (Lidiya Farzana et al., 2024).

Table 1. Likert Scale of Validation media and materials

Score	Assessment Criteria
4	Highly Feasible
3	Feasible
2	Less Feasible
1	Not Feasible

Table 2. Likert Scale of Student Responses

Score	Assessment Criteria
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

This instrument was used to obtain data on the feasibility of the media and material, as well as student responses to the E-LKPD. The data analysis technique used was descriptive percentage and mean score.

$$\text{Result} = \frac{\Sigma\ Obtained\ Score}{\Sigma\ Maximum\ Score} \times 100\ \%$$

At the validation stage, an instrument was conducted to evaluate the feasibility of the developed learning media and materials. The validation process involved media and content experts, consisting of three media experts and three subject matter experts. The Likert scale was used to measure expert judgments, with four levels. The conversion scale for the assessment statements is presented as follows:

Table 3. Conversion Scale of Validation media and materials

Score (%)	Assessment Criteria
0% - 25%	Very Poor Feasibility
26% - 50%	Poor Feasibility
51% - 75%	Feasible
76% - 100%	Highly Feasible

A limited trial was conducted at SMKN 1 Dlanggu, Mojokerto, with participants consisting of 32 students from the 10th grade Culinary Program. This stage was conducted to determine the students' responses to the media. The Likert scale was used to measure the student responses, with four levels. The conversion scale for the assessment statements is presented as follows:

Table 4. Conversion Scale of Student Responses

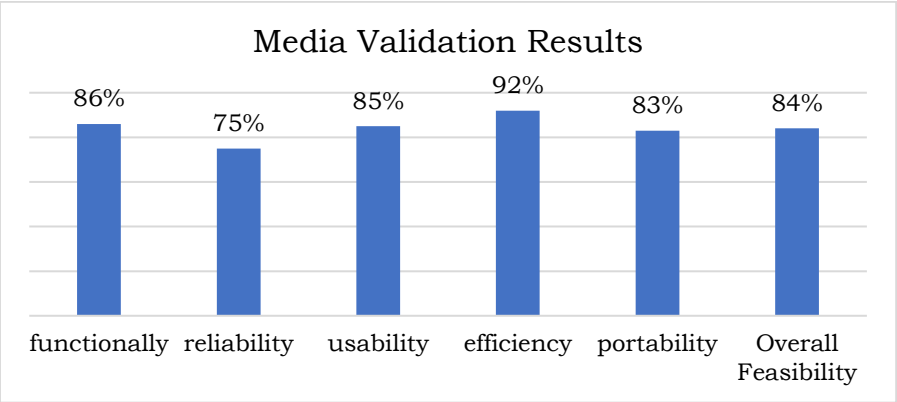
Score (%)	Assessment Criteria
0% - 25%	Poor
26% - 50%	Fair
51% - 75%	Good
76% - 100%	Very Good

RESULTS AND DISCUSSION

This study resulted in the development of an E-Worksheet (E-LKPD) that utilizes the discovery learning model as a learning medium to deliver material on vegetable cutting techniques. The E-LKPD, created using the Wizer.me platform, can be accessed via the following link: https://app.wizer.me/learn/83AVYU. In general, this digital learning media is accessible through mobile phones, laptops, and desktop computers.

Media Validation Stage

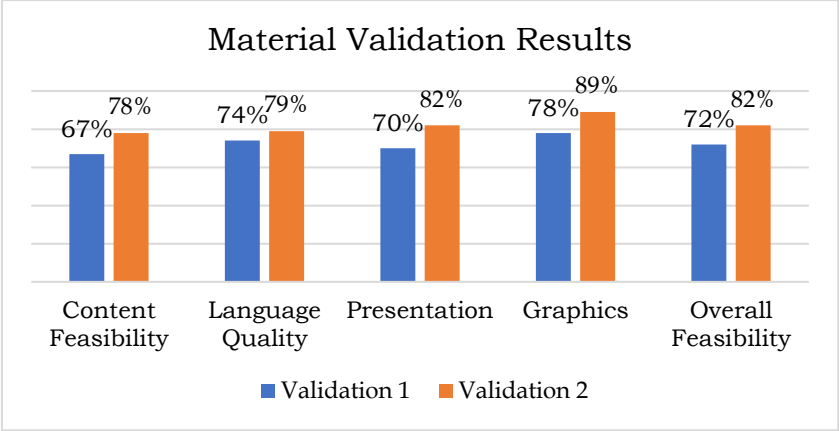
During the validation process, the validator provided feedback and suggestions for improving the E-Worksheet (E-LKPD). At this stage, the media validation was conducted only once, as the results had already achieved an overall score of 84%, which falls into the "Highly Feasible" category. The following diagram presents the media feasibility results by experts, reviewed based on each assessment aspect.



Picture 1. Diagram of Media Validation

Material Validation Stage

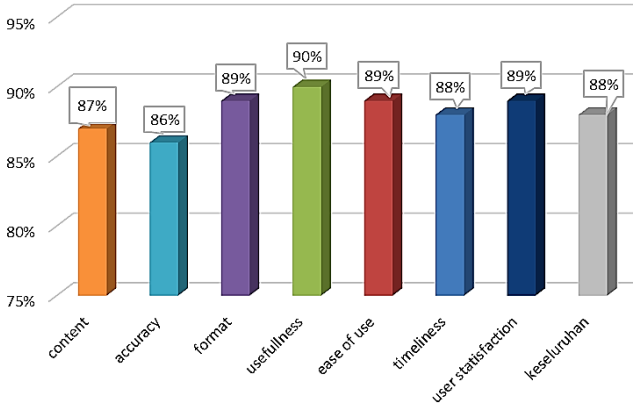
At this stage, the material validation was conducted twice. The first validation resulted in an overall score of 72%, categorized as "Feasible." The second validation achieved an overall score of 82%, which falls under the "Highly Feasible" category. The following diagram presents the results of the material feasibility assessment by experts based on the research findings:



Picture 2. Diagram of Material Validation

Trial Stage

After the E-Worksheet (E-LKPD) was revised and deemed feasible for use by both media and material experts, a limited trial was conducted with students who had previously received instruction on vegetable cutting techniques. This limited trial aimed to determine the students' responses to the developed learning media. The trial was carried out with 32 students from Class X Culinary at SMKN 1 Dlanggu, Mojokerto. The students were asked to complete a questionnaire by selecting one of the Likert scale options based on the given descriptions. At this stage, an overall score of 88% was obtained, which falls into the "Highly Feasible" category. The results of the student response questionnaire are presented below:



Picture 3. Diagram of Student Responses

CONCLUSIONS

Based on the research findings, the development of the E-Worksheet (E-LKPD) using the Wizer.me platform on the topic of vegetable cutting techniques for Culinary Vocational High School students at Phase E has been successfully completed and can be accessed through the link https://app.wizer.me/learn/83AVYU. The feasibility test results show that the developed E-LKPD media obtained a media validation score of 84% and a material validation score of 82%, both categorized as "Highly Feasible" for use in the learning process. Additionally, students' responses to the E-LKPD media reached a score of 89%, which falls into the "Very Good" category, indicating that the media is effective and well-received as a learning resource.

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