



# The Influence of Attitudes on Worksheet and Electronic Student Worksheet on Writing Interests of High School Students in West Sumatra

Tressyalina<sup>(✉)</sup>, Ena Noveria, Ermawati Arief, Ella Wulandari,  
and Novia Tri Ramadani

Education Indonesian Language and Literature, Sumatra, Padang 25131, Indonesia  
tressyalina@fbs.unp.ac.id

**Abstract.** This research is an associative research. Associative research is research that aims to determine the relationship between two or more variables. The purpose of this study was to determine the effect of attitudes on Worksheet and Electronic Student Worksheet on writing interest in high school students in Sumatra. The sample of this research is high school students in Sumatra as many as 140 respondents. From the results of the study, it was found that students were more interested in writing using Electronic Student Worksheet than Worksheet, with a percentage of 40%. This is supported by the average number of attitudes on the Worksheet, which is 3.86, the average number of attitudes on the Electronic Student Worksheet, which is 3.88, and the figure on the average attitude towards writing interest using the Worksheet and Electronic Student Worksheet is 3,54. In addition, students also considered that Electronic Student Worksheet was more functional than Worksheet when writing activities were 46.4% . Students also considered that the Electronic Student Worksheet could be used as a benchmark to measure the level of students' writing skills compared to the Worksheet, which was 39.3% .

**Keywords:** worksheet · electronic student worksheet · writing interest · students · West sumatra

## 1 Introduction

According to the Regulation of the Minister of Education and Culture Number 103 of 2014 concerning Learning in Elementary Schools and Secondary Education, the characteristics of learning in the 21st century require student-centered learning. However, in reality the learning process tends to be teacher-centered, this causes most students to be passive (Adilla et al., 2018). In addition, this also results in students being lazy in learning, feeling bored during learning, and not understanding the concept of the material provided by the teacher (Asrori & Suparman, 2019). In line with that, the problem of teachers having difficulty in implementing the 2013 curriculum is because most students

still do not contribute or play an active role so that learning becomes passive, rigid and monotonous, so that learning becomes teacher-centered causing students to often feel bored and sleepy.

In a study conducted by Tressyalina & Syafitri (2020) stated that in the 2013 curriculum learning requires students to be more active and contextual. The 2013 curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, active, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization. Fulfilling the workload and structuring the linearity of certified educators in the implementation of learning in the 2013 Curriculum refers to the provisions of laws and regulations. Active learning here is designed so that students actively think, discuss, and are able to complete the tasks given by the teacher. While contextual learning is here that can be applied and is useful in everyday life day according to Syafrudin. Active and contextual learning will be carried out well if it is supported by appropriate and adequate media, tools and materials.

This causes students to be uninterested in learning the material and makes students' interest in learning low, and also affects student achievement during the learning process (Sianipar et al., 2022). According to Trianto (2010) student achievement will decrease if the learning process is dominated by the teacher. Therefore, it is important to make the teaching and learning process well.

One of them is the use of teaching materials. One of the factors causing the non-achievement of educational goals is the use of learning tools in the learning process (Al Mukarram et al., 2014). This is in line with the opinion of Nugraha (2013), which states that teaching materials are needed for students and teachers. In the research that has been done Tressyalina et al. (2020) concluded that learning media is a tool that can help the teaching and learning process so that the meaning of the message conveyed is clearer and the goals of education or learning can be achieved effectively and efficiently. Media becomes a tool needed by educators in order to create an atmosphere of the maximum learning process later. Herawati et al., (2017) argue that optimizing the quality of learning requires a change from conventional media to Information and Communication Technology (ICT)-based media.

Teaching materials are a collection of materials that are systematically arranged to create a good learning environment for students (Latifah, 2015). One of the teaching materials that are needed by teachers and students in the *online* is Electronic Student Worksheet. In the research, Tressyalina & Ayuni (2020) concluded that the results showed that teachers still needed to improve teaching materials that were effective and practical in *online*. Furthermore, students need teaching materials that are easy and efficient to apply in *online*. The use of Electronic Student Worksheet in learning has an impact on making learning activities more fun, learning becomes interactive, providing opportunities for students to practice and motivating students in learning.

The existence of Electronic Student Worksheet can make students familiar with new and interesting learning methods (Julian & Suparman, 2019). In line with this, the Worksheet which is converted into digital form (Electronic Student Worksheet) provides opportunities for students to learn independently and can understand written assignments

and build effective communication between teachers and students (Ayuni & Tressyalina, 2020).

Electronic Student Worksheets are different from Worksheet in general. Febriyanti (2017), explained that the weakness of Worksheet lies in its interaction, therefore Electronic Student Worksheet needs to be developed as interactive teaching materials for students.

The advantage of Electronic Student Worksheet is that it can simplify and narrow space and time so that learning becomes more effective. In addition, Electronic Student Worksheet can be an attractive tool when student interest in learning decreases (Syafitri & Tressyalina, 2020). Nur Tita Adilla (2016), explained that Electronic Student Worksheet can help students understand and grow self-confidence to solve critical thinking questions.

In the digital era, students need to use more varied learning media so that it can be effectively facilitated in terms of use, understanding the material and improving their abilities and no less important is being able to make them aware of the use of information and communication technology in the learning process. It is known that modern learning has made learning multimedia as a means. In developing interest in writing, Electronic Student Worksheet is used as an alternative to increase students' interest in writing.

According to Hilgard, writing interest is a persistent tendency to pay attention and reminisce about several activities, where this activity is of interest to someone and is considered continuously accompanied by a sense of pleasure (in Slameto, 2003). Interest in writing is a tendency to pay attention and carry out an activity regularly and continuously accompanied by a sense of comfort or pleasure.

Activities that are of interest to a person, are considered continuously accompanied by a sense of pleasure. So it is different from attention because attention is temporary, not long and not immediately followed by a sense of pleasure, while interest is always followed by a feeling of pleasure and satisfaction is obtained from it. Interest in writing has a very big influence on learning, because if the subject matter being studied is not in accordance with the interests of students, students will not learn as well as possible, because there is no attraction. He was reluctant to learn, he did not get satisfaction from the lesson.

Learning materials that interest students are easier to learn and store, because interest adds to learning activities. If there are students who are less interested in learning, it can be sought so that they have a greater interest by explaining things that are interesting and useful for life as well as matters relating to their ideals and their relationship to the subject matter being studied. Developing an interest in writing basically helps students see how the relationship between the material they are expected to learn and themselves as individuals is.

The purpose of this study was to determine the effect of attitudes on Worksheet on writing interest in high school students in Sumatra, to determine the effect of attitudes on Electronic Student Worksheet on writing interest in high school students in Sumatra, then to determine the effect of attitudes on Worksheet and Electronic Student Worksheet on writing interest. high school students in Sumatra. This study seeks to determine the extent of students' attitudes in understanding and applying Worksheet and Electronic Student Worksheet in the learning process to increase interest in writing.

## 2 Research Methods

Through this research, it can be seen whether there is an influence of attitudes on Worksheet and attitudes on Electronic Student Worksheet on the writing interest of high school students in Sumatra. The influence of this attitude will lead students to the emergence of a sense of interest or interest in writing. This study uses data collection methods through a questionnaire survey.

The survey questionnaire provides research questions about self-reported beliefs or behaviors. These questions become sharper when respondents provide answers to questions with desired variables (Adiyanta, 2019a, b). Survey data was collected by giving personal questions via digital questionnaires to respondents. The questionnaire in this study consists of three parts as follows:

- a. Introduction, namely the part that describes the brief identity of the researcher, the purpose of the study and requests regarding the respondents' willingness to fill out the questionnaire.
- b. Demographic data, which presents questions about the identity of respondents.
- c. The core question, namely the researcher provides questions that are directly related to the research variables, which will be analyzed by the researcher (Nurbaiti & Mariah, 2020).

Thus, this research is an associative research. Associative research is research that aims to determine the relationship between two or more variables.

This research will build a theory that serves to explain, predict, and control a symptom (Sugiyono, 2012: 36). The independent variables in this study were Worksheet and Electronic Student Worksheet, while the dependent variable was writing interest. According to Sugiyono (2000), the population as a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions.

Arikunto (2013) re-explained that the population is all research subjects that must be developed. The population in this study were high school students in Sumatra. Meanwhile, the research sample is part of the population which is expected by the researcher to represent the entire population. The sample is taken partly from the whole object under study and is considered to represent the entire existing population (Soekidjo, 2005). The sample of this research is high school students in Sumatra as many as 140 respondents.

## 3 Results and Discussion

From the results of data processing conducted by researchers, it appears that many students are more interested in writing using Electronic Student Worksheet than Worksheet, with a percentage of 56 students agreeing (40%), 52 students stating neutral (37.1%), 19 students stated strongly agree (13.6%), and 13 students disagreed (9.3%) (Fig. 1).

Worksheet is considered to make it easier for students to get information or content quickly, reliably, and allows to increase the effectiveness of student learning at school (Figs. 2, 3).



**Fig. 1.** Students' Interest in Writing Using Electronic Student Worksheet



**Fig. 2.** Electronic Student Worksheet Provides Information Quickly



**Fig. 3.** Electronic Student Worksheet Provides More Reliable Information Than Worksheet

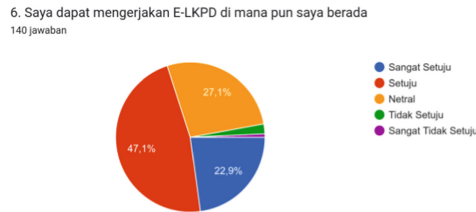


**Fig. 4.** Electronic Student Worksheet Enables Students to Increase Effectiveness of Studying at Home Compared to Worksheet

In addition, Electronic Student Worksheet also allows students to increase the effectiveness of learning at school. This is in line with the opinion of Syafitri and Tressyalina (2020) that the advantages of Electronic Student Worksheet are that it can simplify and narrow space and time so that learning becomes more effective. In addition, Electronic Student Worksheet can be an attractive tool when students' interest in learning decreases (Fig. 4).



**Fig. 5.** Electronic Student Worksheet is easier to find than Worksheet



**Fig. 6.** Electronic Student Worksheet can be done easily anywhere

Electronic Student Worksheet is an alternative that can be used to support the learning process which consists of easily accessible materials and practice questions. In particular, through electronic devices such as computers or *mobile phones*. Students considered that, Electronic Student Worksheet is easy to find compared to Worksheet in general, because Electronic Student Worksheet can be done wherever students are shown in Figs. 5 and 6.

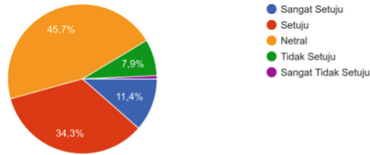
Reproduced and contain more real examples in the environment around students. In addition, the Electronic Student Worksheet that is designed and made must also be in accordance with the objectives to be achieved in the learning process based on the creativity of each teacher.

Teachers can submit assignments and conduct assessments *online* via the links that have been shared. In addition, the display on the Electronic Student Worksheet can be presented more attractively according to the creativity of the teacher. Students considered that teachers should choose Electronic Student Worksheet as a student worksheet compared to Worksheet when writing activities.

Electronic Student Worksheet makes students understand the material presented by the teacher. Students also considered that the Electronic Student Worksheet was more functional than the Electronic Student Worksheet when writing activities were used as a benchmark (Figs. 7, 8, 9 and 10).

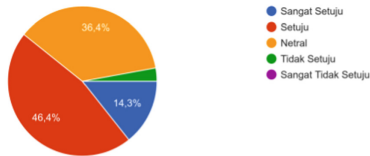
This benchmark is supported by the average The average attitude on the Worksheet is 3.86, the average number of attitudes on the Electronic Student Worksheet is 3.88, and the average number of attitudes on writing interest using the Worksheet and Electronic Student Worksheet is 3.54 (Figs. 11, 12 and 13 and Table 1).

9. Guru seharusnya memilih E-LKPD sebagai lembar kerja siswa dibandingkan LKPD ketika kegiatan menulis  
140 jawaban



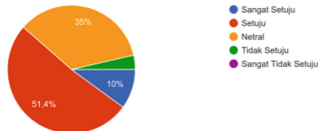
**Fig. 7.** Teachers Should Choose Electronic Student Worksheet over Worksheet

8. E-LKPD lebih fungsional dibandingkan dengan LKPD ketika kegiatan menulis  
140 jawaban



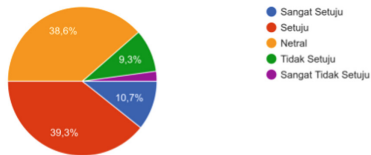
**Fig. 8.** Electronic Student Worksheet Is More Functional Than Worksheet

10. E-LKPD membuat saya paham dengan materi yang disampaikan oleh guru yang bersangkutan  
140 jawaban

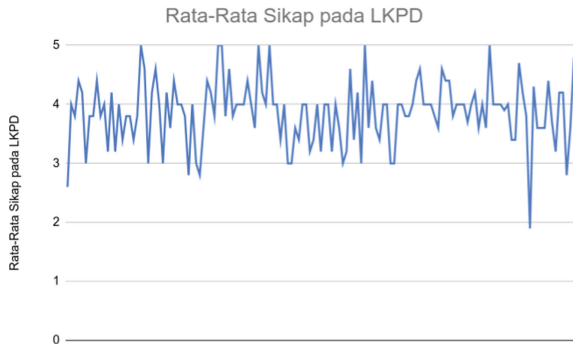


**Fig. 9.** Electronic Student Worksheet Is Better Understood by Students

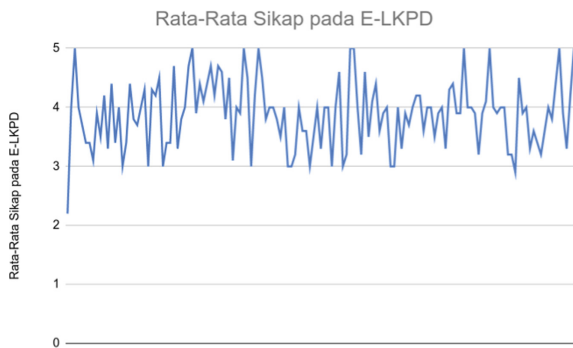
10. E-LKPD dapat dijadikan patokan terhadap tingkat kemampuan menulis siswa dibandingkan LKPD  
140 jawaban



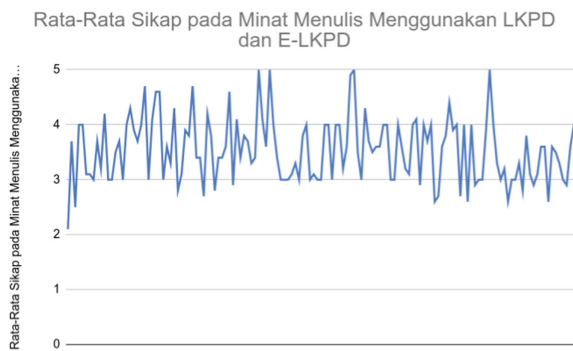
**Fig. 10.** Electronic Student Worksheet Can Be Used as a Benchmark for Measuring Students' Writing Ability Levels Compared to Worksheet



**Fig. 11.** Average Attitude on Worksheet



**Fig. 12.** Average Attitude on Electronic Student Worksheet



**Fig. 13.** Average Attitude on Interest in Writing Using Worksheet and Electronic Student Worksheet



**Table 1.** Average Attitude Score on Worksheet, Electronic Student Worksheet, and Interest in Writing

Average Attitude Score on Worksheet	Average Attitude Score on Electronic Student Worksheet	Average Attitude on Interest in Writing
3.86	3.88	3.54

## 4 Conclusion

In the digital era students need to use more varied learning media so that it can be facilitated effectively in terms of use, understanding the material and improving their abilities and no less important is being able to make them aware of the use of information and communication technology in the learning process. It is known that modern learning has made learning multimedia as a means. In developing interest in writing, Electronic Student Worksheet is used as an alternative to increase students' interest in writing.

Electronic Student Worksheet is an electronic student worksheet used to facilitate students in carrying out learning activities that can be seen on desktop computers, *notebooks*, *smartphones*, and *mobile phones*. Electronic Student Worksheets (Electronic Student Worksheet) are different from Worksheet in general. Febriyanti (2017), explained that the weakness of Worksheet lies in its interaction, therefore Electronic Student Worksheet needs to be developed as interactive teaching materials for students.

The advantage of Electronic Student Worksheet is that it can simplify and narrow space and time so that learning becomes more effective. In addition, Electronic Student Worksheet can be an attractive tool when student interest in learning decreases (Syafitri & Tressyalina, 2020). Nur Tita Adilla (2016), explained that Electronic Student Worksheet can help students understand and grow self-confidence to solve critical thinking questions.

Through this study, it can be seen whether there is an influence of attitudes on Worksheet and attitudes on Electronic Student Worksheet on the writing interest of high school students in Sumatra. The influence of this attitude will lead students to the emergence of a sense of interest or interest in writing. This study uses data collection methods through a questionnaire survey. From the results of the study, it was found that students were more interested in writing using Electronic Student Worksheet than Worksheet, with a percentage of 40%.

This is supported by the average number of attitudes on the Worksheet, which is 3.86, the average number of attitudes on the Electronic Student Worksheet, which is 3.88, and the figure on the average attitude towards writing interest using the Worksheet and Electronic Student Worksheet is 3,54. In addition, students also considered that Electronic Student Worksheet was more functional than Worksheet when writing activities were 46.4%. Students also considered that the Electronic Student Worksheet could be used as a benchmark to measure the level of students' writing skills compared to the Worksheet, which was 39.3%. In accordance with the purpose of this study, namely to determine the influence between variables, it is concluded as follows.

1. There is an influence between attitudes towards Worksheet on writing interest in high school students in Sumatra.
2. There is an influence between attitudes towards Electronic Student Worksheet on writing interest in high school students in Sumatra.
3. There is an influence between attitudes towards Worksheet and attitudes towards Electronic Student Worksheet on the writing interest of high school students in Sumatra.

## Bibliography

- Al Mukarram, A., Hartini, S., dan Wati, M. (2014). "Pengembangan Lembar Kegiatan Siswa (LKS) dan Media Pembelajaran IPA SMP Berbasis Keterampilan Berpikir Kritis". *Berkala Ilmiah Pendidikan Fisika*. Vol. 2(3) : hal 253–264.
- Adiyanta, F. C. S. (2019a). Hukum dan Studi Penelitian Empiris: Penggunaan Metode Survey sebagai Instrumen Penelitian Hukum Empiris. *Administrative Law and Governance Journal*, 2(4), 697–709.
- Arikunto, S. (2013). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Asrori, A., & Suparman. (2019). Analisis Kebutuhan Electronic Student Worksheet Sesuai Model Problem Based Learning untuk Meningkatkan Kemampuan Berpikir Kreatif. *Prosiding Sendika*, 5(1), 18–22.
- Ayuni, Q., & Tressyalina. (2020). Analysis of Needs Of Electronic Student Worksheet Based on Contextual Teaching and Learning (CTL) in Linear Learning for Exposition Text Materials. *Proceeding of the 3rd International Conference on Language, Literature, and Education (ICLLE 2020)* (pp. 279–283). ATLANTIS PRESS.
- Febriyanti, E., Dewi, F., & Afrida. (2017). Pengembangan Electronic Student Worksheet Berbasis Problem Solving Pada Materi Keseimbangan Kimia. Universitas Jambi.
- Hamalik, Oemar. 2006. *Metode Pembelajaran*. Jakarta: Rineka Cipta.
- Herawati, E. P., Gulo, F., & Hartono. (2017). Pengembangan Lembar Kerja Peserta Didik (Worksheet) Interaktif Untuk Pembelajaran Konsep Mol Di Kelas X SMA. *Jurnal Penelitian Pendidikan Kimia*, 3(2), 168–178.
- Julian, R & Suparman. (2019). Analisis Kebutuhan Electronic Student Worksheet Untuk Menstimulasi Kemampuan Berpikir Kritis dalam Memecahkan Masalah. *Proceedings Of The 1 st STEEM 2019*. 1 (1), pp. 238–243.
- L. F. Fuadah. (2021). Pengembangan Worksheet Elektronik (Electronic Student Worksheet ) Berbasis Problem Based Learning (PBL) Bermuatan Etnosains pada Materi. *Skripsi*, p. 6.
- Mahmud. (2011). *Metode Penelitian Pendidikan*. Bandung: Pustaka Setia.
- Nugraha, E. A., D. Yulianti, & S. Khanafiyah. (2013). Pembuatan Bahan Ajar Komik Sains Inkuiri Materi Benda untuk Mengembangkan Karakter Siswa Kelas IV SD. *Unnes Physics Education Journal*, 2(1): 60-68.
- Nur Tita Adilla, D. (2016). *Pengembangan Electronic Lembar Kerja Peserta Didik (Electronic Student Worksheet ) Berbasis Guided Inquiry Materi Kelarutan dan Hasil Kali Kelarutan*. 1–6.
- Nurbaiti, D., Mariah. (2020). Pengaruh Sikap pada Ebook dan Sikap pada Buku Fisik terhadap Minat Baca Masyarakat di Era Industri 4.0. *Jurnal Logistik Indonesia*. 4 (1), 74–80.
- Notoatmojo, Soekidjo. (2005). *Metodologi Penelitian kesehatan*. Jakarta: Rineka Cipta.
- Prastowo, Andi. (2012). *Panduan Kreatif Membuat Bahan Ajar*. Yogyakarta: Penerbit Diva Pres.
- Slameto. (2010). *Belajar dan Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Swisma. (2013). Implementasi Kurikulum 2013 Guru Pendamping Dibelaki Diklat. *Jurnal Asia*.

- Shahrazad, S., Cleopatra, M., Dja'far, H. I., Ati, A. P., & Widiyanto, S. (2021). Pelatihan menulis cerpen sebagai penguatan program literasi pada siswa SMP Kanzul Mubaarok Kota Bekasi. *ABIDUMASY Jurnal Pengabdian kepada Masyarakat*, 2(2).
- Sianipar, N. R. (2022). Pengaruh Model Pembelajaran Berbasis Proyek Berbantuan Artikel Terhadap Minat Menulis dan Hasil Belajar Siswa. *Edu Chem*, 3(1).
- Sugiyono. (2000). *Metode Penelitian Pendidikan Pendekatan kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.
- \_\_\_\_\_. (2012). *Memahami Penelitian Kualitatif*. Bandung : ALFABETA.
- Susila Adiyanta. (2019b). Hukum dan Studi Penelitian Empiris: Penggunaan Metode Survey sebagai Instrumen Penelitian Hukum Empiris. *Administrative Law & Governance Journal*. 2 (4).
- Syafitri, R. A., & Tressyalina. (2020). The Importance of the Student Worksheets of Electronic (Electronic Student Worksheet) Contextual Teaching and Learning (CTL) in Learning to Write Description Text during Pandemic COVID-19. *Proceedings of the 3rd International Conference on Language, Literature, and Education (ICLLE 2020)*.
- Tressyalina., Noveria. E., Arief. E., Istighfara. T., dan Agustia. S. (2020). E-Book as a Learning Resource for Indonesian Language in the New Normal Era. *Proceedings of the 3rd International Conference on Language, Literature, and Education (ICLLE 2020)*.
- Trianto. (2010). *Model Pembelajaran Terpadu, Konsep, Strategi dan Implementasinya dalam KTSP*. Jakarta: Bumi Aksara.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

