

so that learning objectives can be achieved effectively and efficiently. This is also conveyed by (Fatmawati, 2016) that each educational unit needs to carry out a learning plan, implementation of the learning process and its assessment in order to improve the efficiency and effectiveness of achieving predetermined graduate competencies. Therefore, to achieve this, good planning is needed which is also supported by learning facilities, especially adequate learning tools, which can be used by all students practically and effectively.

Learning tools are instrument used in the learning process (Trianto, 2011). There are several learning tools needed in the learning process, including the syllabus, lesson plans/teaching modules (in the Merdeka Curriculum), assessment instruments, learning media, teaching materials, books, and student worksheets. One of the learning tools that are often used is student worksheets. Student worksheets is one of the learning tools that teachers can use to increase student involvement or activity in the learning process (Darmodjo & Kaligis, in Salirawati, 2007). Student worksheets as a support for the learning process can be used as an alternative to innovative and learner-centered learning strategies so that it is hoped that the components in student worksheets can create an interactive learning atmosphere and motivate students to participate more actively (Fajriah & Suryaningsih, 2020), it can be concluded that student worksheets is one of the learning tools used in the learning process which contains instructions for carrying out tasks in the form of practice and / or theory with the aim of focusing learner-centered learning, so as to increase learner activity. The use of student worksheets aims to make it easier for teachers to guide students to learn and make it easier to understand learning material. According to (Fatmawati et al., 2023) learning supported by the use of student worksheets is an effort to approach learning strategies that are fast and easy and play an important role in achieving a learning outcome, in essence student worksheets as one of the learning tools is expected to improve learning success. The availability of student worksheets is expected to facilitate students in the learning process so that it can increase students' activeness and learning outcomes, often the reality in the schools is that teachers do not provide student worksheets as one of the learning supports, another problem conveyed (Sudrajat et al., 2017) that most student worksheets do not cover the entire learning process, then there are still many student worksheets that are not in

accordance with learning in the Merdeka Curriculum and have not been able to improve students' critical thinking skills so that student worksheets that apply certain learning models are needed (Tressyalina et al., 2023). The criteria for a good student worksheets as stated by Kosasih (2021) must emphasize overall process skills in which it contains systematic and detailed activities to achieve predetermined competencies and learning objectives.

Previous relevant research conducted by (Anggraini et al., 2022) was motivated by the issues faced by students in literary appreciation learning, which still fell short of achievement. This was attributed to the inadequate use of appropriate strategies in literary education at schools, with previously applied literary teaching models failing to yield desired outcomes. Therefore, to enhance appreciation and cultivate students' interest in literary works, a relevant teaching model needed to be implemented. The researchers developed teaching materials in the form of student worksheets for folklore literature learning based on reader response. The development of teaching materials using this approach aimed to improve students' understanding of folklore literature appreciation and assist teachers in conducting more effective and efficient teaching. Furthermore, research conducted by (Prakasa et al., 2022) stemmed from the issue of inadequate availability of teaching materials that had yet to meet specific basic competencies. Additionally, teaching materials incorporating local cultural elements were needed as a means of preserving regional culture and fostering students' knowledge through their surrounding environment. Therefore, the development of teaching materials in the form of student worksheets was necessary. The researchers developed student worksheets by identifying the values and content contained in the narrative texts based on Oku Timur folklore, with the hope of enhancing students' learning outcomes in the Indonesian language subject, particularly in folklore content. Lastly, research conducted by (Sari et al., 2020) addressed issues encountered in the field of education. Teacher were already using teaching models, but desired outcomes were not being achieved. Additionally, some students had difficulty understanding student worksheets, and teachers were not sufficiently encouraging students to collaborate. To address these issues, the researchers developed student worksheets using the Project-Based Learning (PjBl) model, aiming to facilitate students to be more actively engaged in learning.

Based on this explanation, this research has a problem formulation that focuses on analyzing the needs for developing student worksheets for fairy tale appreciation learning based on the P-IKADKA model. The aim of this research is to determine the needs and problems in the fairy tale appreciation learning process as well as the availability and use of student worksheets in the learning process. The novelty of this research is that it produces needs analysis data for the development of fairy tale appreciation student worksheets based on the P-IKADKA model which has never been researched before. The P-IKADKA model is an appropriate model to use in learning literary appreciation. The urgency of this research is that by understanding the needs in schools, it is hoped that we can design student worksheets that are more effective and relevant to the needs of students to facilitate fairy tale appreciation learning in fourth grade elementary schools. Apart from that, this needs analysis can help in adjusting the student worksheets so that it is in accordance with the standards that have been set, considering the urgency of this research, it is very important to carry out this research. The benefits of this research are helping in identifying accurate data regarding specific needs that must be met in the development of Student Worksheets on fairy tale appreciation based on the P-IKADKA model.

2. Research Method

This research used a descriptive-qualitative method. Descriptive qualitative is a type of research that aims to describe phenomena, situations in depth (Sugiyono, 2013). This method is used to obtain a comprehensive understanding of the subject under study. The participants in this study were three teachers and fourth-grade students of which there are twenty people in each school. This research was conducted in three elementary schools in Tasikmalaya City, data collection was carried out for two weeks. Data collection was completed using the observation interview technique, a document study, and a literature study. Interviews were conducted to find out the obstacles experienced by teachers in the process of learning fairy tale appreciation, as well as those related to the use of student worksheets. Document studies aimed to complement the data needed to complete the information in the study, and observations were made to understand the learning process of fairy tale appreciation in the classroom, including how the interaction of teachers with students and teaching strategies used from the results of data collection were used

to design student worksheet products. The instruments used in this research are interview questionnaires, observation sheets, and document study sheets. Data analysis was carried out through several stages, namely data collection, data reduction, data presentation, and conclusion drawing (Miles & Hubberman, 1984).

In the preparation stage, the researcher conducted a literature review of previous studies and relevant theories. Subsequently, they compiled a list of interview questions, observation sheets, and documentation study sheets. During the research phase, a preliminary study was conducted by analyzing the curriculum, fairy tale appreciation learning activities, and the use of student worksheets. Data collection was carried out through interviews, observations, and documentation studies. The final stage involved deriving research findings from the preceding steps, which were then summarized for the analysis of the needs of fairy tale appreciation learning based on the P-IKADKA model, the collected data is presented thematically.

3. Findings and Discussion

This research focuses on four aspects, namely the analysis of curriculum, the analysis of fairy tale appreciation learning implementation, the analysis of the availability of student worksheets on fairy tale appreciation learning, and the analysis of problem-solving solutions and the needs.

Curriculum analysis aims to ensure the integration of this research with the curriculum used in schools. Analysis of Curriculum This research is based on the Merdeka Curriculum. Interviews with teachers in three elementary schools showed that fourth-grade has already implemented the Merdeka Curriculum. The Merdeka Curriculum focuses more on character and competency development by simplifying content and providing flexibility for each school (Fauzi, 2022). The Merdeka Curriculum focuses on essential material and the development of student competencies in a more in-depth, meaningful, fun and unhurried manner (Putri et al., 2023). Planning learning in the Merdeka Curriculum requires at least three stages: analysis of learning outcomes (CP), learning objectives flow (ATP), and determining assessments (Apriyanti, 2023). One of the goals of the Indonesian language subject in the Merdeka Curriculum is to help students develop literacy skills, including language, literature, and critical and creative thinking. The Merdeka Curriculum's focus on literary aspects can support the

development of fairy tale appreciation student worksheets based on the P-IKADKA model. Student learning outcomes related to understanding narrative texts including the fairy tale genre highlight the relevance of this approach.

Literary appreciation learning in elementary schools aims to foster students' appreciative attitudes towards literary works. Students are expected to enhance their abilities to enjoy, internalize, and understand literary works and learn from the values contained in them (Bachtiar & Sihes, 2016). The learning outcomes for fourth-grade which include fairy tales as part of literary learning, are in the reading and viewing element: "Students can explain the challenges faced by the characters in narrative texts." From these learning outcomes (CP), teachers can develop learning objectives and determine assessments that suit students' needs. Based on documentation studies of the teaching modules used by teachers in these three schools, the learning objectives flow is based on books issued by the Ministry of Education and Culture. Hence, teachers' creativity in literary learning needs to be enhanced. Teachers can develop it proportionally based on three aspects: cognitive, emotive, and evaluative, so that literary appreciation learning can truly be enjoyed by students (Bachtiar & Sihes, 2016). Square and Taba state that the

cognitive aspect relates to students' understanding of the objective elements of literary works. The emotive aspect relates to the involvement of students' emotions in appreciating the beauty of literary elements. The evaluative aspect involves assessing the good or bad, beauty, suitability, and other forms of evaluation that do not necessarily have to be present in a critique but are personally sufficient for students to appreciate literary works (Purwaningsih et al., 2023).

The analysis of the implementation of fairy tale appreciation learning aims to determine the learning process carried out in schools, where fairy tale appreciation learning is part of literary learning. Based on the objectives of literary appreciation learning, fairy tale appreciation learning can enhance students' ability to appreciate literary works in the form of fairy tales. There is a paradigm that fairy tale appreciation learning is more oriented towards character education reinforcement. A similar notion was expressed by (Azizah et al., 2017), stating that fairy tale appreciation learning can enhance students' interest for literary appreciation and can be used to educate children as it contains various moral values. Based on observations of fairy tale appreciation learning implementation in three elementary schools, the following data were obtained.

Table 1. Results of observations of the implementation of fairy tale appreciation learning

Schools	Observation Results
SD 1	Teacher conducts the learning process using the cooperative learning method, forming groups based on specific stages (levels of learning outcomes) established by the teacher. It is also found that the learning has not yet led to appreciation; it is still limited to discussing only the intrinsic elements of the fairy tale.
SD 2	Teacher conducts fairy tale appreciation learning by discussing the intrinsic elements of fairy tales. The learning process also includes activities involving fairy tale appreciation by asking students to assess the content of the fairy tale, such as whether they like or dislike the fairy tales they have watched through animated video media.
SD 3	The fairy tale appreciation learning process is carried out by taking turns reading fairy tales and understanding the conflicts experienced by the characters in the fairy tales through discussion. Overall, the learning process conducted so far has not yet led to appreciation.

Refer to table 1, the observation results show that in general the methods used by educators in the learning process of fairy tale appreciation are lectures and discussions, educators do not use special learning models for literary appreciation. The lecture method is usually used more often to explain abstract material, as stated by (Puspitarini & Hanif, 2019) that the lecture method has shortcomings, educators will have

difficulty in aligning perceptions with students, as a result students will have a different understanding of the material. which was delivered

The Indonesian language learning conducted in these schools refers to the Merdeka Curriculum. Overall, the implementation of fairy tale appreciation learning in fourth-grade classes has not fully directed towards appreciation.

Learning is only limited to students' understanding of the content and intrinsic elements of fairy tales. On the other hand, students' understanding of the content of fairy tales in appreciation learning plays an important role as one of the stages in appreciating literary works. As stated by (Resmini, 2018) for students to be able to appreciate fairy tales, they must understand the structure of the fairy tale. This understanding process cannot be done verbatim but requires proper and planned learning planning and design using strategies considered effective and efficient. Literary appreciation learning should be emphasized more on the appreciation dimension. Appreciation learning is not only about mastering the theoretical aspect but reaches the students' ability to understand and appreciate literary works through the stages of appreciation activities (Abidin, 2022). It is possible that educators do not carry out learning that leads to appreciation because educators only refer to books provided by the Ministry of Education and Culture, this was conveyed during the interview which is presented in the following table.

Refer to table 2, when looking at the learning outcomes (CP) set by the government, there is no specific competency in literary appreciation at the elementary school level. However, as stated by the government, these learning outcomes (CP) are not concrete enough to guide daily learning activities. Teachers need

to develop and design learning activities that are relevant to the needs and more operational. Furthermore, (Arimbi & Sukartiningsih, 2021) explain that the Indonesian language subject aims to equip students with the ability to communicate effectively both orally and in writing. Additionally, students are also trained to appreciate literary works. Therefore, Indonesian language learning in elementary schools inherently includes literary appreciation learning. Implementing the Independent Curriculum requires classroom management approaches and strategies that are not only different but also more adaptive than conventional methods (Mubarok et al., 2023). The learning strategies used by educators can influence learning outcomes, students will be motivated to participate actively in the learning process when appropriate strategies are implemented by educators, these strategies become the basis for students to achieve optimal abilities (Magulod, 2018).

Analysis of the availability of student worksheets was carried out to determine the available student worksheets used in fairy tale appreciation learning. Based on the observation results from three primary schools, it was found that only two schools use student worksheets in fairy tale appreciation learning as one of the supporting learning tools. The use of student worksheets in fairy tale appreciation learning, as observed, yielded the following data.

Table 2. Interview Results Regarding Learning Planning

SD 1	SD 2	SD 3
Planning refers to source books, usually teaching modules created to be integrated with other subjects	The planning is completed by preparing teaching materials and referring to the government's source books.	The planning is seen from the Kemendikbud's book. From that book, the steps of the learning process are already there, so it's just a matter of following them."

Table 3. The observation results on the availability of student worksheets during the fairy tale appreciation learning process

SD 1	<ol style="list-style-type: none"> 1. The student worksheets are completed in groups 2. The student worksheets do not adequately guide students in learning to appreciate fairy tales
SD 2	A teacher did not provide specific worksheets for fairy tale appreciation learning. Instead, they used literacy journals found in the package books and modified them as a tool to measure students' understanding of the intrinsic elements of fairy tales
SD 3	<ol style="list-style-type: none"> 1. The student worksheets are completed individually 2. The student worksheets do not adequately guide students in learning to appreciate fairy tales

Refer to table 3, the researcher analyzed the suitability of student worksheets with the general requirements for student worksheets preparation, namely didactic, construction, and technical requirements (Kosasih, 2021). Didactic

requirements are related to the universal use of student worksheets, which can be effectively used for diverse student abilities. Construction requirements relate to language use, sentence structure, vocabulary, level of difficulty, and

language clarity, which should be appropriate and understandable to students. Technical requirements relate to writing, illustrations, and presentation. The researcher used

documentation study techniques to obtain the necessary data. Below are the general results of the documentation study.

Table 4. Results of documentation study.

Requirements for the Preparation of Student Worksheets	Schools	
	SD 1	SD 3
Didactic Requirements	The student worksheet cannot yet be used by all students with varying abilities.	The student worksheet cannot yet be used by all students with varying abilities.
Construction Requirements	The student worksheet is prepared using language appropriate to the developmental level of the students.	The student worksheet is prepared using language appropriate to the developmental level of the students.
Technical Requirements	The student worksheet is arranged with sufficient attention to writing, illustrations, and presentation.	The student worksheet is arranged with insufficient attention to writing, illustrations, and presentation.

Table 5. Interview Results: Challenges in Designing and Using Student Worksheets

Indicator	Interview Results
The obstacles in designing student worksheets for appreciating fairy tale	The diverse abilities of students need to be considered when designing student worksheets, especially if there are students with special needs. Additionally, should student worksheets for Indonesian language learning ideally include activities, or is it sufficient to only contain material and assesments.
The obstacles faced by students in using worksheets for appreciating fairy tales	Some students find it difficult to understand the instructions in the student worksheets, so they need more guidance.

Refer to table 4, based on the results of the documentation study analysis on the student worksheets of SD 1, it contains teaching materials that include intrinsic elements of fairy tales, exercises, and filling in the blank sections of the fairy tale. Therefore, it can be said that the student worksheets does not yet lead to fairy tale appreciation learning. In section (A) of the student worksheets, the activities are not based on activities but only consist of exercises. However, in section (C), there are activities to fill in the blank sections of the fairy tale, which qualifies as an activity-based component, thus meeting the student worksheets requirements. Overall, the fairy tale appreciation learning student worksheets of SD 1 does not fully meet the didactic, construction, and technical requirements. Furthermore, the analysis of the fairy tale appreciation learning student worksheets in SD 3 revealed that the document does not relevant on the criteria for student worksheets because it only contains questions about the contents of the fairy tale taken from a book, without activity-based components. As mentioned by (Dermawati et al., 2019), student worksheets is one of the activity-based learning tools aimed at improving students' knowledge and skills.

Identification of problems in the school was carried out through interviews with three elementary school teachers of fourth-grade classes. Interviews were conducted to ascertain the obstacles faced by teachers in designing fairy tale appreciation learning student worksheets and the challenges students encounter when using these worksheets. The table below summarizes the interview results.

Refer to table 5, the diverse abilities of students should indeed be a concern for teachers when designing learning materials, including student worksheets. This poses a challenge for teachers, as they are required to be creative and innovative in preparing learning materials so that the diverse needs of students, whether beginners, intermediate, or advanced, are met (Puspitasari et al., 2020). Therefore, the development of student worksheets relevant to field needs is necessary. Some students encounter difficulties in understanding the instructions in student worksheets, so the language used in developing student worksheets should align with the developmental level of the students themselves.

Based on the obstacles faced by teachers and students related to the design and use of student worksheets, it is necessary to develop student worksheets that aligns with field needs. From the interviews with three fourth-grade teachers, it is

evident that in developing fairy tale appreciation learning student worksheets based on the P-IKADKA model, several considerations need to be

taken into account, as explained in the following table.

Table 6. Interview Results: Challenges in Designing and Using Student Worksheets

Indicator	Interview Results
Student worksheets designed based on a specific learning model.	Not designed based on a specific model.
The aspects that need to be added to the existing worksheets	The appearance of the student worksheets should be attractive, the content should align with the learning objectives, and the student worksheets should be developed according to the needs and characteristics of the students.
The informant's opinion on the development of student worksheets for appreciating fairy tales based on the P-IKADKA model.	Agree, the P-IKADKA model can be adapted to the desired worksheets, and the learning activities in the student worksheets can be more directed.
The informant's opinion about the ideal design of the student worksheets for appreciating fairy tale based on the P-IKADKA model	The student worksheets need to be regularly updated, the content of the fairy tales should be as relevant as possible to the students, language selection should be considered to make it easy for students to understand, student worksheets should align with the learning objectives, needs, and characteristics of the students, and in terms of appearance, they should be appealing.

Refer to table 6, the interview results indicate that the availability is not designed based on a specific learning model. However, based on literature review findings, specific learning models can essentially be integrated with student worksheets. From the syntax of these learning models, the activities in student worksheets can become more directed. For example, research conducted by (Ayunda et al., 2023), (Ningrum et al., 2021), and (Wahyuni et al., 2020). integrated specific learning models with student worksheets, resulting in increased student activity and learning outcomes. According to teachers interviewed, in developing student worksheets, an attractive appearance needs to be considered to avoid boredom among students. This is because, as suggested by (Widiyani & Pramudiani, 2021), an appealing student worksheets layout can facilitate students' understanding of the material and indirectly enhance their learning motivation.

Based on findings results, researchers are planning to develop a fairy tale appreciation worksheet based on the P-IKADKA model, this learning model is a special model for literary appreciation. This model was first introduced by Dr. Seni Apriliya, M.Pd. in 2020. The P-IKADKA model stands for preparation, introduction, connection, appreciation, discussion, comprehension and affirmation. This model is more focused on the stage of dialogizing experiences with the work (Apriliya, 2021). This development is based on needs where special student worksheets for fairy tale appreciation are not yet available based on the literary

appreciation learning model and the available student worksheets do not fully meet the requirements for preparing student worksheets, namely didactic, construction and technical requirements. It is hoped that the student worksheets product being developed can facilitate students in learning to appreciate fairy tales. Apart from that, its use in the learning process is also expected to help teachers to direct students to discover concepts through the activities contained in the student worksheets, so that the development of this student worksheets is necessary considering the urgency that suit the needs in schools.

4. Conclusion

The aim of learning literary appreciation in elementary schools is to train students to appreciate literary works and understand that literary works are a form of self-expression. Learning to appreciate fairy tales which is part of literary appreciation requires adequate expertise and understanding from teachers. Teachers must have a thorough understanding of learning objectives in order to avoid misunderstandings regarding the learning concept. Likewise, in designing learning tools, the characteristics and needs of students are important as a reference for designing learning tools. The availability of learning tools will facilitate the learning process, one of which is student worksheets, student worksheets functions as a learning guide to make it more structured, as well as facilitating student involvement or activity. Analysis of the needs for developing student worksheets for fairy tale

appreciation learning based on the P-IKADKA model highlights the significant potential of this literary appreciation model to increase the efficiency of fairy tale appreciation learning in fourth-grade elementary schools so that it more comprehensively involves all aspects, namely cognitive, emotive and evaluative aspects. By knowing the problems and needs of teachers and students through this analysis, the development of fairy tale appreciation students worksheets based on the P-IKADKA model is very necessary to improve the quality of learning and appreciation of literature in elementary schools. The student worksheets developed must be able to accommodate curriculum needs, student characteristics, and provide varied and interesting learning methods and activities. In this way, learning to appreciate fairy tales can be more effective and enjoyable for students. For future researchers, it is not just observation, interviews, and document studies, it can be supplemented by distributing questionnaires and focus group discussions (FGD) to obtain rich and in-depth data. Diverse methods will help identify needs from different points of view.

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