



SHORT STORY TEXT TEACHING MATERIALS ORIENTED ON CRITICAL THINKING ABILITY FOR HIGH SCHOOL STUDENTS

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ABSTRACT

This research was to obtain digital teaching materials for short story texts oriented towards critical thinking skills for high school students. Learning is an activity planned and facilitated by the teacher which aims to change student behavior for the better. Teaching materials can help and guide students in carrying out learning activities so that students' mastery of the subject matter becomes better. Short stories are stories that are physically short and can be read in one sitting. The research method that the author will use in this study is the Research and Development (R&D) method. This study uses the ADDIE research and development model method. The ADDIE development design stages are as follows: analysis, design, development, implementation, and evaluation. Aspects of content or material obtained a percentage of 81,25%, aspects of presentation of material obtained a percentage of 75,00%, aspects of language and readability obtained a percentage of 81,25%, graphic aspects obtained a percentage of 90,00%. The results of the overall percentage of four aspects, namely content or material aspects, material presentation aspects, language and readability aspects, and graphic aspects obtained a score of 82.45%. Based on the results of these scores, the digital learning module for short story texts oriented towards critical thinking skills is included in the sufficiently valid criteria. Based on the results of the analysis of students' needs for teaching materials by the teacher and students, it can be concluded that students need teaching materials for short story texts oriented towards thinking skills for class XI high school students. Short story text learning modules oriented towards critical thinking skills for class XI high school students can be used as an alternative learning, because this teaching material is in accordance with the demands of the curriculum and according to the needs of students

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1. INTRODUCTION

Education cannot be separated from learning because both are one unit. Learning is an activity planned and facilitated by the teacher which aims to change student behavior for the better. [1] revealed that learning is an activity carried out by the teacher in such a way that student behavior changes for the better. That is one reason to improve the quality of Indonesian language education is not a simple matter. Improving the quality of Indonesian language education is a complex and interrelated problem with creativity, learning quality, and teacher quality.

Another factor that becomes an obstacle is the availability of teaching materials used by teachers and students in teaching and learning activities which are still limited and not yet comprehensive. According to Sutjipta and [2] explained that the availability of teaching materials can help teachers and students or lecturers and students in teaching and learning activities. In general, the availability of teaching materials used by teachers and students in teaching and learning activities is only one type of teaching material in the form of textbooks issued by the Ministry of Education and Culture. Meanwhile, there are still many types or forms of teaching materials that can be used as guidelines and learning resources in teaching and learning activities, including e-modules or electronic learning textbooks designed and uploaded by Indonesian language teachers.

Teaching materials have a very important role in the learning process. Teaching materials can help and guide students in carrying out learning activities so that students' mastery of the subject matter becomes better. Teaching materials are located as tools or means to achieve core competencies. Therefore, the preparation of teaching materials must be guided by Core Competencies (KI), basic competencies (KD) and Graduate Competency Standards (SKL). Instructional materials prepared without referring to KI, KD, and SKL certainly will not provide many benefits for students.

Based on the National Education System Law Number 20 of 2013 it is explained that the teacher's obligation is to create a meaningful, creative educational atmosphere, dynamic, and dialogical as well as having a professional commitment to improving the quality of education [3]. Even though the government provides textbooks, teacher books, syllabus, and teacher manuals, teachers are required to make teaching materials needed by students. This is done as long as the books provided by the government do not meet the expectations of teachers and students [4].

Teaching materials have an important role, especially for students. With teaching materials, students can study independently. If you can learn independently, student-centered learning will be realized because the teacher's role is more minimal [5]. The availability of teaching materials that suit the needs of students is one of the factors that influence learning outcomes. The end result of learning Indonesian is that students have good language skills. In order for students to have good language skills, they must be supported by interesting and varied teaching materials [6].

Several studies that have been conducted show that students' language skills are still not in line with expectations. Research [7] explains that the language skills of undergraduate students majoring in Indonesian language and literature education are still low. Likewise research [8] which explains that students' speaking skills are still low.

The students' low language skills are caused by a lack of language experience [9] and less meaningful learning for students [10]. In order for learning Indonesian to be meaningful for students, learning that is thematically integrative or integrated is needed. Integrated learning will provide a meaningful language experience for students [11]. Integrated learning will enable students to be active in exploring and discovering concepts in a comprehensive, meaningful, and authentic way through independent and group activities [12]; [13]. The teacher must of course be able to compile teaching materials that suit the needs of students and scientific developments. Teaching materials have a very important role in increasing the effectiveness of learning [14].

Critical thinking skills are very important to be the focus of attention in learning short stories, because through the process of critical thinking students can use reason to solve and solve problems in doing assignments. Therefore, educators must try to encourage students to think critically properly [15].

The low critical thinking skills of these students can be caused by a lack of student activity in the learning process, difficulties in understanding the questions given, low student interest in analyzing problems so that they can hinder students in solving problems. Students have not been able to make the correct conclusions from the results of the investigation of the problems studied. In the current era of reform, the ability to think critically is an ability that is very necessary so that students are able to face changing circumstances or challenges in life that are constantly developing. Critical thinking skills train students to make decisions from various perspectives carefully, thoroughly, and logically. Therefore, learning in schools should train students to explore critical thinking skills.

Efforts to make students' mathematical critical thinking skills develop better, one way is to review the material. Before starting the lesson, explain the important points that must be considered in solving the problem. Another way is to develop a learning model that is better, more effective, conducive, fun or different from what is usually done in schools, namely by using an effective, efficient and interesting learning model to improve critical thinking.

Learning short story texts is one of the literature learning materials in the revised edition of the 2013 curriculum. Short story texts are taught in class XI of senior high school. Learning short story texts has learning objectives, namely a) being able to record the building elements of literary works in short story texts, b) being able to explain the constituent elements of literary works, c) being able to conclude the building elements of literary works, d) being able to explain the structure and linguistic aspects of short stories, e) can compose a short story framework, f) can compose a short story based on a framework by taking into account the structure of the text and language.

Learning short story texts contained in Indonesian language textbooks can facilitate teachers in the Indonesian language learning process at school. According to [16] it shows that the perception of Indonesian language teachers



towards this textbook is good, on the grounds that this book is able to present a new atmosphere with a text-based approach, so that teachers and students feel a significant reshuffle or change in the learning process. This book is able to arouse students' motivation to understand more deeply related to the content or material contained in it.

The material presented in textbooks can be developed more complexly according to the needs and characteristics of the students themselves, in order to create effective and enjoyable learning. And students can also be motivated in the learning process. So the role of teaching materials is very important in learning Indonesian at school, because it is a tool for conveying the material delivered by the teacher in the learning process. This teaching material contains material, practice questions, and tests. Teaching materials are all forms of materials or materials that are arranged systematically which are used to assist teachers or instructors in carrying out teaching and learning activities so as to create an environment or atmosphere that allows students to learn [17] [18].

Based on the background above, the authors conducted research on learning short story texts oriented towards critical thinking skills for class XI high school students, with the research title "Short Story Text Teaching Materials Oriented to Critical Thinking Ability for High School Students.

2. RESEARCH METHODS

This study uses research and development methods. Research and development methods or Research and Development (R&D) are research methods used to produce certain products, and test the effectiveness of these products [19]. The Research and Development (R&D) method in this study uses the ADDIE [20], development model, which includes analysis, design, development, implementation, and evaluation. The stages of the research undertaken consisted of analysis of basic competencies, analysis of needs for teaching materials, searching for and collecting and analyzing short stories oriented towards critical thinking skills, design and development of digital teaching materials, validation of digital teaching materials, and trials of digital teaching materials.

Furthermore, the development stage in this study consisted of developing teaching materials, validating and revising digital teaching materials for short story texts oriented towards critical thinking skills for high school students then the evaluation stage based on the feasibility test included (1) analysis of short story structure, (2) analysis of linguistic rules short stories, (3) developing digital teaching material designs and expert validation, (4) implementing digital teaching materials.

The subjects in this study consisted of two types, namely research subjects in the short story analysis stage oriented towards critical thinking skills for high school students. The subject used is short story text. Furthermore, the research subjects in conducting trials of digital teaching materials were students of SMAN 1 Waled. The sample used was eleventh grade students.

The instruments in this study were interviews used to obtain short story structure analysis oriented to critical thinking skills, validation of digital teaching materials to measure the validity of teaching materials, and questionnaires used to measure the results of implementing teaching materials used in learning.

3. RESULTS AND DISCUSSION

The results of the analysis and development of digital short story text teaching materials based on the results of the eleventh grade high school students' learning needs questionnaire, interviews with Indonesian language teachers were designed and developed in digital form, using Canva.

Table 1 Expert and Teacher Validation Results

No	Component	Average Score	Description
1	Material Expert	84	Very Eligible
2	Media Expert	68	Eligible
3	Teacher	86	Very Eligible
Overall		318	
Average		79,5	Decent

The teaching materials developed were then validated by experts and teachers. After getting the results of validation by experts and teachers, then given an assessment using a Likert scale with an assessment category of 80% - 100% Very good, 60% - 79.99% Good, 40% -59.99% not good, 20% - 39.99% Not Good, 0% - 19.99% Very Bad. Based on the components of the validation results carried out by material, language and media experts as well as the results of assessments from education experts (Indonesian Language Teachers) as contained in table 2, the digital teaching materials developed as a whole are declared fit for use in learning.

After being validated by material experts, media and teachers, the results of this validation will be implemented to students. The implementation results will be described as follows:

Aspects assessed Value	Nilai
The results of teacher validation on aspects of content or material in short story text teaching materials are oriented towards critical thinking skills	81,25
The results of the teacher's assessment of the aspects of material presentation in short story text teaching materials are oriented towards critical thinking skills of	75,00
The results of the teacher's assessment of the aspects of language and readability in short story text teaching materials are oriented towards critical thinking skills	81,25
The results of the teacher's validation of the graphical aspects of short story text teaching materials are oriented towards critical thinking skills	90,00

After analyzing the results of the scores and suitability aspects of the contents or material of the digital learning module, short story texts are oriented towards critical thinking skills with assessment indicators. The scores obtained from the three expert reviewers regarding aspects of the content or material of teaching materials for short story texts oriented towards critical thinking skills, then it was concluded that the content or material aspects obtained an average score of 81.25. In this conclusion, the content or material aspect is included in the quite valid criteria. short story text teaching materials oriented to the ability to think critically based on aspects of the content or material suggested by the teacher can be used but needs a little revision.

After analyzing the results of the scores and the suitability of the aspects of presenting the material with the assessment indicators. Obtained scores on the aspect of presentation of short story text teaching materials in class XI SMA students, then it was concluded that the aspect of presentation of material obtained an average value of 75.00. In this conclusion, the aspect of presenting the material is included in the criteria that are quite valid, or can be used but needs a little revision. short story text teaching materials oriented towards critical thinking skills based on the aspect of presenting the material suggested by the teacher can already be used but needs a little revision.

After analyzing the results of the score and the suitability of the language and readability aspects with the assessment indicators. Obtained the value of the aspects of language and readability of short story text teaching materials oriented towards critical thinking skills, then it was concluded that the aspects of language and readability obtained an average value of 81.25. In this conclusion, the language and readability aspects are included in the quite valid criteria. The short story text teaching materials are oriented towards critical thinking skills based on language and readability suggested by the teacher that they can be used but need a little revision.

After analyzing the results of the score and the suitability of the graphic aspects with the assessment indicators. The value obtained about the graphic aspect of short story text teaching materials is oriented towards critical thinking skills, then it is concluded that the graphic aspect obtains an average value of 90.00. In this conclusion, the graphic aspect is included in the very valid criteria, or can already be used without revision.

3. CONCLUSION

Based on the results of the analysis of students' needs for teaching materials by the teacher and students, it can be concluded that students need teaching materials for short story texts oriented towards thinking skills for class XI high school students. In addition, digital teaching materials contain concept maps, characteristics, structures, linguistic rules, building elements of short story texts, and exercises on valuation questions in the form of multiple choices and descriptions.

Based on the results of the development of teaching materials for short story texts oriented towards critical thinking skills with ADDIE. Short story text teaching materials are oriented towards critical thinking skills using the Canva application attached in the appendix.

Based on the results of the implementation of teaching materials, short story texts are oriented towards critical thinking skills. Teachers and students have the hope that teaching materials for short story texts oriented towards critical thinking skills can be used as teaching materials to increase students' knowledge about the variety and types of short story texts.



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