THE DEVELOPMENT OF ILLUSTRATED-STORY TELLING TEACHING MATERIAL BASED ON MAJALENGKA LOCAL WISDOM TO IMPROVE STUDENTS' CRITICAL THINKING SKILL

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Abstract

The analysis, design, development, implementation, and evaluation in this research represent the ADDIE development model, involving eight elementary school teachers and fourth-grade students from two elementary schools in Majalengka. The researchers used purposive sampling techniques. The research sample includes model schools, an independent curriculum, similar facilities and infrastructure, and accreditation A. This study uses interviews, questionnaires, and critical thinking questions to collect data. Data analysis is carried out through several steps, namely data reduction, data collection, data presentation, and drawing conclusions. Needs analysis, development of teaching materials, validation of teaching materials by expert validators, revision, and implementation are stages of research. The implementation was carried out in two schools, with each having a control class and an experimental class. The focus of this research is the validity and impact of illustrated story teaching materials on students' critical thinking skills. The results indicate that the teaching materials are suitable for use in learning because they meet the criteria of being very valid, with content feasibility at 83.15%, language at 86.1%, and graphics at 86%. The experimental group has an N-gain score of 0.743, while the control group has a score of 0.348, which falls into the low category. It can be said that the subject matter of illustrated stories based on the local wisdom of Majalengka has the potential to enhance students' critical thinking skills.

Keywords: Teaching Material, Pictorial Book, Local Wisdom

Abstrak

Analisis, desain, pengembangan, implementasi, dan evaluasi pada penelitian ini merupakan jenis penelitian pengembangan ADDIE dengan melibatkan delapan guru sekolah dasar dan siswa kelas empat dari dua sekolah dasar *Project Piloting* di Majalengka. Peneliti menggunakan teknik purposive sampling. Sampel penelitian termasuk sekolah percontohan, kurikulum merdeka, sarana dan prasarana yang sama, dan akreditasi A. Penelitian ini menggunakan wawancara, angket, dan soal berpikir kritis untuk mengumpulkan data. Analisis data dilakukan melalui beberapa langkah, yaitu mereduksi data, mengumpulkan data, menyajikan data, dan menarik kesimpulan. Analisis kebutuhan, pembuatan bahan ajar, validasi bahan ajar oleh validator Expert, revisi, dan implementasi adalah tahapan penelitian. Implementasi dilakukan di dua sekolah, yang terdiri dari kelas kontrol dan kelas eksperimen. Fokus penelitian ini adalah validitas dan pengaruh bahan ajar cerita bergambar terhadap kemampuan berpikir kritis siswa. Hasil penelitian menunjukkan bahwa bahan ajar layak digunakan dalam pembelajaran karena memenuhi kriteria Extremely valid dan memiliki tingkat kelayakan isi 83,15%, kebahasaan 86,1%, dan kegrafikan 86%. Kelompok eksperimen memiliki nilai N-gain 0,743, sedangkan kelompok kontrol memiliki nilai 0,348, yang menunjukkan kategori rendah. Sehingga dapat dikatakan bahwa materi pelajaran cerita bergambar yang didasarkan pada kearifan lokal Majalengka memiliki potensi untuk meningkatkan kemampuan berpikir kritis siswa.

Kata Kunci: Bahan ajar; Cerita bergambar; Kearifan Lokal

Introduction

With the 4.0 era, everyone, including elementary school students, can keep up with the ever-evolving developments in technology and science. Twenty-first-century skills can be divided into four categories, according to the Assessment and Learning of Twenty-first Century Skills. These categories include global adaptability, work methods, work technology, and ways of thinking (P & E., 2015). This shows that students must have critical thinking skills to prepare themselves for solving problems and filtering information (Jamaludin & Rachmatullah, 2017).

Critical thinking is an excellent skill that enables a person to make effective final decisions by scientifically and wisely assessing phenomena while considering various perspectives (Manurung et al., 2023). Teaching students how to develop perspectives, integrate information, and solve problems is an essential part of education in critical thinking skills. This is very important to enable students to compete globally and meet the demands of the times (Septian et al., 2022).

The learning of social sciences can be used to teach critical thinking because social science education is closely related to the ability to think critically. The goal of social science education is to foster curiosity, inquiry skills, and the ability to solve problems in everyday social life (Rahmawati et al., 2016). As stated by others, critical thinking skills can help students solve problems rationally. This is in line with the subject of Social Studies, which discusses issues of life (Rahayu et al., 2019).

However, the facts in the field based on the pre-test results found that students' critical thinking still received low attention, as evidenced by the pre-test results which were still below the KKM. This is due to the lack of familiarity with the learning process which involves students directly (Syafitri et al., 2021). Supported by the results of observations and interviews, learning is more focused on the teacher. This causes learning to tend to be monotonous and students easily lose focus.

Teaching materials can teach the importance of critical thinking skills for students in elementary school. Teaching materials are a collection of content organized by teachers in a specific order and provided to students in both digital and printed forms. One form of teaching material is illustrated storybooks, which consist of images, text, and illustrations (Jamaluddin et al., 2020). By using this teaching material, students can gain a better understanding of the subject matter (Furenes et al., 2021).

Therefore, teachers have the ability to create teaching materials that can be tailored to their own needs and creativity (Gunadi et al., 2020). Teaching materials that incorporate elements of local wisdom are beneficial in countering the negative impacts of advancements in science and technology (Gustiawati et al., 2020). The positive values of local wisdom can be reflected in students (Vioreza et al., 2022).

Learning activities that apply local wisdom can significantly facilitate students' learning experiences (Uge, S., Neolaka, A., & Yasin, 2019; Vioreza et al., 2022). Additionally, they have the opportunity to learn directly about their environment, which can enhance their understanding of the ideas they are learning (Bilewicz-Kuźnia, 2021). This method is in line with the implementation of the independent curriculum, which emphasizes the relationship between subject matter and students' daily environment. It is hoped that by integrating local wisdom into the independent curriculum, students will have the ability to maintain and preserve local culture in the modern era (Rohmadi, 2022). To achieve this goal, introduction to local wisdom can be done through integration in classroom learning and involving students in traditional activities. (Sofiasyari & Yonanda, 2022).

Previous research on critical thinking, teaching materials, and local wisdom has been conducted using various methods, and the findings indicate that picture stories based on local wisdom in Indramayu are necessary to enhance students' eco-literacy (Yonanda et al., 2022). Furthermore, according to a study conducted by (Vioreza et al., 2022), teaching materials based on local wisdom that focus on local knowledge are presented through objects, events, and issues, making learning more significant and containing more lessons and values to enable their application in daily life. According to another study (Susilowati et al., 2022), problem-based picture storybooks are more effective in enhancing the critical thinking skills of fifth-grade elementary school students. This improvement in critical thinking skills can be observed from the differences between using and not using problem-based picture storybooks.

The innovation in this research is the development of teaching materials based on the local wisdom of Majalengka. This local wisdom encompasses the history, heritage, historical figures, cultural wealth, and the life of the people of Majalengka. Students are expected to better understand and preserve local culture by utilizing local wisdom. On the other hand, the teaching materials presented in the form of illustrated stories are intended to encourage students and enhance their critical thinking skills.

Based on the presentation above, the purpose of this research focuses on **analyzing the validity and the impact of illustrated story teaching materials based on local wisdom from Majalengka to enhance students' critical thinking**.

Metode Penelitian

Analysis, design, development, implementation, and evaluation are components of this research, a type of ADDIE development (Branch, 2020). Curriculum analysis, user target analysis (teachers and students), and design are the phases of the analysis stage. Design is the stage where learning objectives are organized and a prototype of the teaching materials is created. Development is the stage where the content of the teaching materials is produced, including the material, student activity sheets, and evaluation questions. Followed by the expert validation stage, implementation, and evaluation. The final stage is to evaluate the teaching materials to be applied to fourth-grade elementary school students. The purpose of the evaluation is to determine whether the teaching materials are valid and impactful in the use of picture stories based on the local wisdom of Majalengka.

This research involved eight elementary school teachers and fourth-grade students from two elementary schools in Majalengka. For this research, a purposive sampling technique was used. The research sample included model schools, an independent curriculum, similar facilities and infrastructure, and A accreditation. This study used interviews, questionnaires, and critical thinking questions to collect data. Data analysis involves data collection, data reduction, data presentation, and drawing conclusions (P. D. Sugiyono, 2019). Validity analysis was to analyze quantitative data to obtain respondent choice scores in the development of teaching materials. For that, the formula is:

$$\%f = \frac{f}{N}x100\%$$

%f = percentage of respondent intention
F= frequency of the respondent's answers
N= the number of respondents

Then, the material expert analyzed the validation result data (Akbar, 2013).

$$V = \frac{TSEV}{s-MAX} x 100\%$$

TSEV = the total of validator empiric scores
S-MAX= the expected maximum scores

Table 1 shows the validity criteria.

Table 1
The Validity Criteria

Percentage	Categories	Remarks
75,01% - 100,00 %	Extremely valid	Applicable without revisions
50, 01% - 75,00	Valid	Applicable with minor revisions
21,01 – 50,00	Fairly valid	Applicable after revisions
0,00 - 25,00 %	Invalid	Inapplicable

The calculation of the critical thinking test applied the 0-100 scoring scale. The researchers calculated each indicator with the formula of (Rahayuni, 2016):

$$Percentage\ (P) = \frac{Total\ score}{The\ number\ of\ students} x 100\%$$

The average achievement score obtained by the students was then examined for improvement based on the results of the pre-test and post-test. The data obtained was analyzed using N-Gain. Students were said to have improved if the average result of the critical thinking enhancement test fell into the high category, N-Gain ≥ 0.70. The calculation is as follows:

$$N_{gain} = \frac{Posttest\ score - Pretest\ score}{Maximum\ score - Pretest\ score}$$

Here are the criteria for N-gain scores (Rahayuni, 2016) :

Table 2
The Validity Criteria

Threshold	Criteria
g > 0,7	High
0,3 < g < 0,7	Moderate
g > 0,3	Low

Results and Discussion

This article focuses on the validity and influence of teaching materials on students' critical thinking. After the stage of preparing teaching materials in the form of illustrated stories based on local wisdom from Majalengka, the next step was to examine the feasibility of the

developed product or validation testing by experts and practitioners. The validation test was conducted to assess the developed product, ensuring it met quality and scientific standards. The experts involved were one material expert, one language expert, and two practitioners.

There were several aspects to evaluate in the illustrated story teaching materials based on local wisdom from Majalengka, such as content feasibility, language use, and graphic design. Here are the results of the validator's assessment of each aspect. Table 3 shows the first aspect is the feasibility of the content.

Table 3
The Content Feasibility Evaluation

No	Evaluation Indicators	Scores				Total	Percentage	Conclusion
		Expert 1	Expert 2	Practitioner 1	Practitioner 2			
1	Relevance with the needs and development level of students	80	85	80	88	333	83.25%	Extremely valid
2	Relevance of the scope of teaching materials	85	85	80	80	330	82.5%	Extremely valid
3	Relevance of teaching materials	88	80	88	85	341	85.25%	Extremely valid
4	Benefits for enhancing students' critical thinking	80	80	80	80	320	80%	Extremely valid
5	Relevance of the story with local wisdom	87	86	88	85	346	86.5%	Extremely valid
	Total	420	416	416	418	1670	83.5%	Extremely valid
	Percentage Conclusion	84% Extremely valid	83.2% Extremely valid	83.2% Extremely valid	83.6% Extremely valid			

Table 3 shows the validation results from experts and practitioners regarding content feasibility, indicating that all experts and practitioners agree with the criterion of Extremely valid for content feasibility, with a percentage of 83.5%. The validators provided suggestions and input that the evaluation questions in the teaching materials should measure students' critical thinking skills.

Table 4
The Language Aspect Evaluation

No	Evaluation Indicators	Expert 1	Expert 2	Scores Practitioner 1	Practitioner 2	Total	Percentage	Conclusion
1	Readability	88	85	84	88	345	86.25%	Extremely valid
2	Information clarity	85	85	88	88	346	86.5%	Extremely valid
3	Effective and efficient language uses	88	80	88	85	341	85.25%	Extremely valid
4	Brief and communicative	88	86	85	85	344	86%	Extremely valid
5	Relevant to the students' developments	87	86	88	85	346	86.5%	Extremely valid
	Total	436	422	433	431	1722	86.1%	Extremely valid
	Percentage	87.2%	84.4%	86.6%	86.2%			
	Conclusion	Extremely valid	Extremely valid	Extremely valid	Extremely valid			

Table 4 shows the validation results from experts and practitioners regarding language use. The results indicate that all experts and practitioners agree with the criterion of Extremely Valid, for the language with a percentage reaching 86.1%. The suggestions and feedback from the validators are that the language used in the teaching materials should not be advanced and should be adjusted to the student's development.

Table 5
The Graphic Aspect Evaluation

No	Evaluation Indicators	Expert 1	Expert 2	Scores Practitioner 1	Practitioner 2	Total	Percentage	Conclusion
1	Font use	88	85	84	88	345	86.25%	Extremely valid
2	Lay out	85	85	88	88	346	86.5%	Extremely valid
3	Illustration, graphics, figures, and photographs	88	80	88	85	341	85.25%	Extremely valid
4	Display design	88	86	85	85	344	86%	Extremely valid
	Total	349	336	345	346	1376	86%	Extremely valid
	Percentage	87.25%	84%	86.25%	86.5%			
	Conclusion	Extremely valid	Extremely valid	Extremely valid	Extremely valid			

Table 5 shows the validation results from experts and practitioners regarding graphics. The results indicate that all experts and practitioners agree that the graphic feasibility with the criteria of Extremely Valid and a Percentage of 86%. The suggestions and feedback from the validators indicate the appropriateness of the product with minor revisions such as the color of the text and the background color.

Here is the summary of the validator assessment results from its four Evaluation Indicators.

Table 6
The Recapitulated Validators' Evaluation

No	Indicators	Scores	Categories
1	Content feasibility	83.5%	Extremely valid
2	Language	86.1%	Extremely valid
3	Graphics	86%	Extremely valid
	Conclusion	Extremely valid to use	

Table 6 shows that all aspects of the teaching materials are in the Extremely valid category. After conducting a validation test, it was concluded that the illustrated story teaching materials based on local wisdom from Majalengka were applicable to the learning process with some revisions based on the feedback from the validators. Here are the results of the developed teaching materials based on the validators' input.
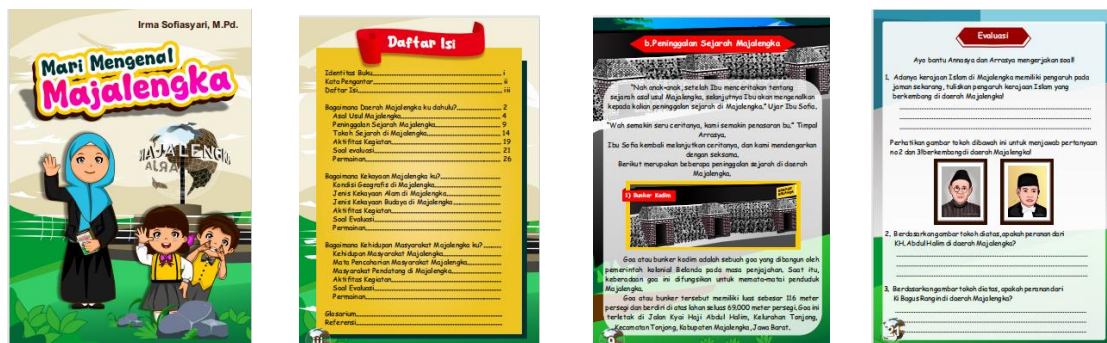

Figure 1. The display design of the illustrated storytelling material is based on Majalengka's local wisdom

The implementation stage involved two schools, each with a control class and an experimental class done over three meetings. Before the test, the first meeting was taught through illustrated stories based on the local wisdom of Majalengka, and the third meeting took place after the test. The lesson began by looking at the location of Majalengka on the map. Then, the students were asked to indicate which areas were known by Majalengka as if they were sending a package. To do this, they used teaching materials in the form of an illustrated story based on the local wisdom of Majalengka, "Let's Get to Know Majalengka." Students were asked to work on the worksheets in groups and present their results in front of the class after studying the material. At the end of the meeting, students were asked to complete the puzzles in the teaching materials. After the test, the third meeting was held to evaluate the students' critical thinking skills.

Researchers used SPSS to calculate the N-gain values for the experimental and control groups. Table 7 shows the average N-gain results for each group.

Table 7.
The N-Gain Average Calculation Results

Learning Groups	Pre-test	Post-test	N-Gain	Criteria
Control group	61,16	69,01	0,348	Low
Experimental	61,62	86,53	0,74	High

Table 7 shows that the improvement in critical thinking skills for students who received instruction using local wisdom-based illustrated story materials from Majalengka is higher than that of students who received conventional instruction. The average scores for the improvement of critical thinking skills are presented in the graph below:
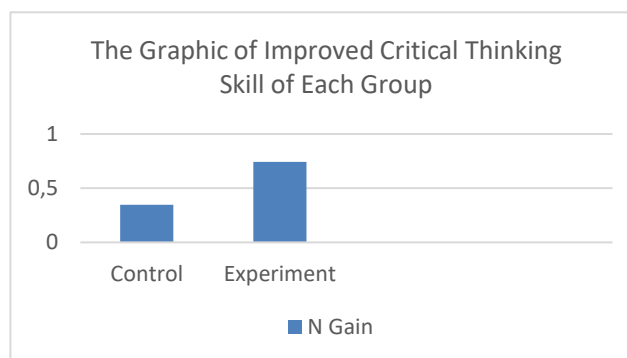

Figure 2. The average improvement of critical thinking skill

Figure 2 shows that, compared to the control group, conventional learning yields better results when using illustrated stories based on local wisdom from Majalengka.

The research findings indicate that students must be introduced to the advantages and potential wealth of various regions in Indonesia. Therefore, the Indonesian government has begun to incorporate local culture into their education programs such as local wisdom learning (Ramdani, 2018). The goal of this learning is to provide the younger generation with an understanding of the culture, potential, and values present in each region. Many young people in Indonesia are unaware of the cultural and natural wealth, and the potential that exists in their respective areas. Local wisdom-based learning can enhance students' understanding of Indonesian culture as a whole. Local wisdom-based learning can be incorporated into the school curriculum (R. Sugiyono & Purwastuti, 2017). Students will also be more concerned about the culture of the people around them (Didik Prawira Putra et al., 2021). In the end, using local wisdom in education will help students preserve their culture (Chandra, 2020).

Beneficial learning experiences must be provided to the students (Uge, S., Neolaka, A., & Yasin, 2019; Vioreza et al., 2022). In addition, students can gain a better understanding of the concepts they are learning through direct learning about their environment (Bilewicz-Kuźnia, 2021). This method aligns with the use of a flexible curriculum that emphasizes the connection between learning materials and students' everyday environments. Local wisdom-based learning allows students to understand the cultural values present in their environment. They will be directly involved in discovering or evaluating all the local opportunities and benefits available around the school. Local wisdom can take the form of natural resources, human resources, history, geography, and various cultures (Aji & Hartono, 2019). Furthermore, learning based on local wisdom can contribute to the formation of national character (Fani & Ismaniar, 2020; Nugroho & Sudiyanto, 2020; Sutarna & Kusdiana, 2018). Students will be more concerned about Indonesia's cultural heritage if they learn about the potential and diverse cultures in the regions where they live. In addition, this local wisdom can be used as a foundation for building the noble character of the nation, which has existed in Indonesia for a long time. Students will gain many lessons in good character from Indonesian culture by learning this. Various qualities include politeness, self-control, empathy, minimizing desires, and acting carefully and consciously.

One method for teaching local wisdom-based learning is through picture stories. According to research findings, it has been proven that students' critical thinking skills can be

enhanced. Therefore, the picture story lesson material, based on a needs analysis and aligned with critical thinking indicators, is structured in the form of stories and rooted in local wisdom. The images are tailored to the story illustrations, combined with colors that attract readers, and supplemented with dice games to improve students' critical thinking abilities. According to another statement, to create effective teaching materials, it is essential to first establish the competencies that students aim to achieve (Susilowati et al., 2022). These competencies include learning objectives, students' understanding of their needs, and ensuring that the teaching materials are made easy and affordable to use (Mursalin, 2018).

Conclusion

The research results indicate that the illustrated story teaching materials based on the local wisdom of Majalengka are valid and effective for use in learning and have the ability to enhance the critical thinking skills of elementary school students. This is evidenced by the improvement in pre-test and post-test scores after using the materials packaged in the form of illustrated stories that specifically discuss the local wisdom of Majalengka. As a result, by utilizing digital media, future researchers can develop teaching materials based on the local wisdom of Majalengka that can be accessed and studied by more people. Additionally, it will be easier to showcase and preserve the local wisdom of Majalengka.

Acknowledgment

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