Digital Anecdote Text Module Oriented to Critical Thinking for SMA/MA/SMK Students

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ABSTRACT

This research aims to find out and fulfill the needs for teaching materials, especially anecdotal text materials in digital form and their implementation so that they can improve the critical thinking skills of SMA/MA/SMK students. The method used in this research is research and development. The results obtained are that the digital editorial text module in improving the critical thinking skills of SMA/MA/SMK students is suitable for use as teaching material. Learning resources in the form of several editorial texts from several mass media, which were analyzed, met structural, linguistic and critical thinking aspects as teaching materials developed in the form of digital modules. The development of editorial text teaching materials is adjusted to indicators of competency achievement and basic competencies that are validated by experts and practitioners to obtain a category as teaching materials that are suitable for use in SMA/MA/SMK Indramayu Regency. Based on the results of testing the module in learning, it is known that the module is effective in improving the critical thinking skills of SMA/MA/SMK students.

Keywords: Digital Module, Critical Thinking Ability

Introduction

Every individual needs critical thinking skills to help in the process of solving various life problems so that humans can survive. Critical thinking is a process aimed at making reasoned decisions regarding what to do.

Therefore, critical thinking skills must be improved and developed. Achieving critical thinking skills requires habituation by each individual, especially students, to face the existing realities of life.

Anecdotal texts, which are a type of text (in Indonesian language learning) that students study at this level, are a means of training and encouraging students to think critically. An anecdote is a short, funny, and interesting story that may describe actual events or people, involving actual people, whether famous or not, usually in an identifiable place (Muthiah 2012).

This text can be used as a means to criticize phenomena that occur, such as political, economic, educational, and legal conditions; bureaucratic problems; and various phenomena that are currently occurring in society.

Anecdotal text contains criticism, satire, and the media's views on events that are currently in the spotlight (Kosasih.2013: 195). Anecdotal text can be used as social control using subtle language that contains an editorial view regarding actual, phenomenal, or controversial issues/problems developing in society (Kosasih, 2016: 283). In the anecdotal text, actual problems are presented, which are then reviewed, accompanied by responses in the form of praise, criticism, sarcasm, or suggestions.

By frequently reading anecdotal texts, it is hoped that students will be wiser in responding to conditions, more mature in dealing with problems that occur in the surrounding environment. After studying anecdotal texts, it is hoped that students will be able to express the implied meaning and the message the author wants

to convey critically, creatively, and innovatively in response to various polemics that are currently developing in society.

This is an illustration of the critical thinking skills that grade 10 SMA/MA/SMK students must possess after studying anecdotal texts. This ability is summarized in two pairs of Basic Competencies (KD) of knowledge and skills: 1) KD 3.5. Evaluate anecdotal texts from the perspective of implied meaning paired with KD 4.5. Constructing the implied meaning in an anecdotal text, both spoken and written, and 2) KD 3.6 Analyzing the structure and language of anecdotal texts, which is paired with KD 4.6, re-creating anecdotal texts by paying attention to the structure and language both orally and in writing, according to the 2013 revised edition of the curriculum.

To achieve this competency, students need to be given materials with an attractive presentation and delivery that is easy to understand. Therefore, it is necessary to develop new teaching methods.

The objectives of developing teaching materials are to 1) present teaching materials that suit the needs of students; 2) present teaching materials that lead to the competencies outlined in the curriculum; 3) lighten the teacher's burden in carrying out learning activities; and 4) make it easier for students to get alternative teaching materials, apart from sources at school, such as books and texts that are difficult to obtain (Kosasih, 2021).

The certainty of progress in information technology is closely related to digital literacy, which encourages people's desire to fulfill their needs quickly and easily. In the field of education, the availability of space, time, energy, and funds is limited; therefore, digital teaching materials are an option that needs to be developed.

For this reason, in this research, the author poses the following problems: 1) How can we design a digital anecdote text module for class X SMA/MA/SMK that can encourage students to think critically? 2) What are the results of the implementation of the digital anecdote text module in Class X SMA/MA/SMK?

Digital teaching materials (modules) are teaching materials (modules) that integrate digital technology in their preparation and can be studied via digital devices such as smartphones, laptops and computers.

Digital teaching materials provide space and time for students to develop knowledge and improve their skills. Digital teaching materials can provide the widest possible knowledge because they have links or connections with other sources, such as Google, YouTube, and other social media (Dede Endang, 2021).

Digital teaching materials (modules) provide easy and rapid learning resource services. Digital teaching materials (modules) provide communicative and comprehensive learning resources that are expected to improve the quality of education.

Digital teaching materials (modules) provide several positive impacts, namely:

1. Increase in Learning Effectiveness. This is because students can be actively involved in the learning process related to the various simulations contained in teaching materials.
2. Increasing the efficiency of independent learning. Learning materials can be studied flexibly by students, namely, wherever they are.
3. This is more motivating because digital teaching materials can be made more varied and less monotonous because they do not just read text, but can be studied in other forms.

Digital teaching materials can run effectively if they fulfill the following principles (E. Kosasih, 2021: 255)

1. Have clear goals in accordance with the curriculum
2. The material presented is appropriate for the student's level of cognition and is close to the student's life. The language used was easy to understand, and the sentences used were effective.
3. The presentation structure is systematic, starting from simple structures that require considerable thought.
4. The parts of each content were complete and integrated, starting from the foreword, concept map, basic competencies, material presentation, exercises, summary, and evaluation.
5. The content of the material is not only presented in text form, but is also added to images, animation, sound, and video so that learning is more varied and not boring.

In designing digital teaching materials, attention must be paid to the study and examination of the principles of digital teaching materials, which include freedom, flexibility, independence, contemporaryness, suitability, efficiency, and mobility. Students are free to access teaching materials designed without obstacles so that they can be used effectively and efficiently. Students can access teaching materials anytime and anywhere because they are flexible. Students can also participate in evaluations and access learning resources according to their abilities. Learning can be conducted either individually or in groups. As facilitators, teachers can encourage students to think about learning. Digital teaching materials are designed in accordance with

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developments in information technology. Learning programs are tailored to students' need to face life challenges. Existing resources, humans, and technology must be maximized in their use (Munir, 2017).

Research methods

The research design and development were conducted in several stages. The first stage is needs analysis, namely, collecting data about teachers' and students' needs for teaching materials and anecdotal text material. The second stage is the planning and design stages. At this stage, the author conducted a competency analysis based on the curriculum and aspects of critical thinking skills, as well as analyzing learning resources based on aspects of critical thinking skills. The third stage is the development stage, namely, developing the results of competency analysis and anecdotal text teaching sources into digital modules using the Canva application. The module is then presented in Flipbook form. For improvement, the digital module was validated by experts before being tested on the students. The fourth is the implementation. The module was tested on students in the SMA, MA, and SMK. Fifth, we evaluated and compared the results of the module trial with the student learning outcomes before the trial.

The research data come from 1) data on teachers' and students' needs for anecdotal text teaching materials, 2) data from validation results or assessments of experts and practitioners on digital modules, and 3) data from module trials in the form of learning evaluation test scores before and after using the anecdote text digital module.

Data collection on teaching material needs was carried out by distributing questionnaires to teachers and students at SMA N Gantar, MA Al Zaytun, SMK PUI Haurgeulis, and Indramayu Regency.

The data analysis technique used in this research uses a mixed technique, namely descriptive analysis techniques, for both quantitative and qualitative data (Sri WLY, Abdul Rozak, Hesti M, 2022). Quantitative descriptive techniques were used to present the results of data analysis on the needs for teaching materials, validation data from experts and practitioners, and data on product implementation results. Qualitative descriptive techniques were used to present the results of product development data analysis in the form of digital editorial text modules to improve critical thinking skills. Qualitative data descriptive techniques were also used to explain the results of measuring the feasibility of the module according to practitioner and validator responses.

In analyzing data on the need for teaching materials, a percentage calculation formula is needed to measure the value of the need for teaching materials:

$$P = f/N \times 100$$

Information:
P = Final Value
f = Score Acquisition
N = Maximum Value

The final results of the calculations indicate the level of need for developing teaching materials.

After knowing the percentage of need for each number/question item from all research subjects, the average percentage calculation was converted according to the need criteria using a Likert scale. The following is a Likert scale table used to measure how much development of teaching materials is required.

Conversion of Percentages and Categories of Teaching Material Needs	
Persenatse	Category
0 - 1.9 %	Not needed
2 % - 49%	A Small Part Needs
50%	Half Need
50.1 % - 99.9 %	Most Require
100%	Everyone Needs It

Next, we analyzed expert and practitioner validation data. These data are in the form of a questionnaire sheet that provides four answer choices according to the content of the question. Each answer choice had a

score (range of values) that defined the level of suitability of the editorial text digital module in encouraging critical thinking skills according to the assessment of the validator or practitioner. The validation questionnaire was created using a Likert scale with criteria, as shown in the following table.

Score	Criteria
1	SK (Very Poor)
2	K (Less)
3	B (Good)
4	SB Very Good)

Based on the table above, the validator's answers or assessments, which can be in the form of numbers 4, 3, 2, or 1, will be accumulated so that the total assessment score can be found using the formula for finding the average value (Indrawati, 2013). In this way, it will be known how valid or appropriate the module is based on the validators and practitioners. If the average score is high, namely "3" or the highest is "4,'' then the suitability of the module is not in doubt because it means the module is "Good" or "Very Good.'' The formula for determining the average value is as follows:

$$\bar{x} = \frac{\sum_{i=1}^{n} x_i}{n}$$

$$x_i = \frac{jumlah\ skor}{Skor\ maks} \times 4$$

Information :
x= final average
x_i= questionnaire operational test score for each student
n= the number of students who filled out the questionnaire

The final results of the calculation and the assessment scores from each validator and practitioner indicate the quality and level of feasibility/validity of the module. To determine the validity and feasibility of the anecdote text digital module based on the average score from validators and practitioners, a category conversion was made. The scores were converted into assessment categories using a Likert-type scale. The following is the conversion of categories from the validator and practitioner assessments of the anecdote text digital module.

Category Conversion	
Quality Score	Eligibility Criteria
$3.26 < x \leq 4.00$	Very Good/Decent
$2.51 < x \leq 3.25$	Good/Decent
$1.76 < x \leq 2.50$	Not Worth It
$1.00 < x \leq 1.75$	Not feasible

The final analysis was product trial data analysis. These data were in the form of student learning outcome data in anecdotal text learning activities after students received teaching materials using the digital modules developed. To determine the level of product effectiveness, data on student learning outcomes are required before using the developed digital modules.

The learning result data before and after the product trial were analyzed quantitatively to determine the difference in scores obtained by students before and after the trial. Is relief sufficient, less significant, or very

significant? For this, calculations are required using the formula-paired sample test (paired sample t-test) or t-test (Sugiyono, 2015:511). Here's the formula.

T = mean 1 – mean 2

s (diff)

√(n)

Information:
- Mean 1 and mean 2 are the average values of each sample dataset.
s (diff) is the standard deviation of the difference in the paired data values.
n is the sample size (number of pairwise differences).
n-1 is the degree of freedom.

Results and Discussion
1. Need for Anecdotal Text Teaching Materials

To determine the need for anecdotal text-teaching materials, researchers collected data by distributing questionnaires to teachers and students. The questionnaire contained questions related to the topics surrounding the learning of anecdotal texts. These include: 1) methods for learning anecdotal texts, 2) availability of teaching materials and their contents, 3) student characteristics that need to be developed, and 4) competencies that students need to master in learning anecdotal texts and the types of teaching materials expected.

Based on the results of the analysis of the questions and answers from teachers and students, it is known that:
1) The learning method still uses the lecture method, so that 52.1% of teachers and 64.1% of students require other methods, such as discussions and presentations. This means that teaching materials that enable students to learn independently are needed.
2) However, the availability of teaching materials and content remains insufficient. As many as 64.1% of the teachers and 71.7% of the students in the research sample still required complete content/materials in the available teaching materials.
3) The student characteristics that need to be developed and included in the teaching materials proposed by researchers are required by 100% of the teachers and 75.3% of the students in the research sample.
4) The competencies that students need to master and develop in the teaching materials proposed by researchers are required and approved by 98.5% of the teachers and 74.5% of the students in the research sample.
5) Teaching materials in the form of digital modules were required by 100% of teachers and 84.4% of students in the research sample.

2. Design and Development of Anecdotal Text Digital Modules

In designing the digital anecdote text module, the following steps were taken: 1) inventory of the basic competencies that students must have, 2) develop learning indicators, and 3) develop assessment techniques (Yudi HR and Sugianti, 2020).

To obtain competency as an indicator of learning in accordance with development objectives, researchers analyzed indicators of competency achievement according to the criteria and characteristics of critical thinking abilities. Therefore, the indicators for achieving this competency, apart from leading to KD 3.5-4.5 and 3.6-4.6, are also in accordance with development needs and objectives, namely increasing critical thinking abilities.

The indicators of critical thinking ability which are the basis for determining indicators of competency achievement are as follows(Jensen, 2011 and Wijaya, 2010):1) Consider the evidence before drawing conclusions; 2) Analyze and forecast information; 3) Conceptualize the strategy (e.g. mind mapping, listing pros and cons, making charts); 4) Identify errors, gaps and illogicalities; and 5) Detecting generalizations and patterns (identifying and organizing information, translating information); 6)Good at detecting problems; 7) Able to differentiate relevant ideas from irrelevant ones; 8) Able to differentiate facts from diction or opinion; 9) Able to identify differences or gaps in information; 10) Can differentiate between logical and illogical arguments; 11) Can differentiate between constructive and destructive criticism; 12) Able to list all possible consequences or alternative solutions to problems, ideas and situations; 13) Able to draw generalizing conclusions from available data with data obtained from the field; 14) Able to make predictions from available

information; 15) Can differentiate between wrong and correct conclusions based on the information they receive; 16) Able to draw conclusions from existing and selected data.

The analysis results show that 10 indicators, namely

1) Identify the content of the anecdote text
2) Distinguish between textual and contextual meaning in anecdotal texts
3) Identify information in the form of alternatives solution froman issue in the anecdote text
4) Identifying information in the form of conclusions an issue in the anecdote text
5) Determining actual issues from various media information (print, electronic, or Internet).
6) Express opinions on current issues equipped with supporting arguments (data and logical analysis).
7) Determine the structure in anecdotal text
8) Develop arguments or opinions on actual issues
9) Prepare suggestions (recommendations) on actual issues
10) Write anecdotal texts by paying attention to implied meaning, structure and linguistic rules

appropriate and included in the criteria or indicators of critical thinking ability.

Analysis was also carried out on anecdote text learning sources. This text analysis aims to obtain anecdotal texts that contain six aspects of critical thinking skills according to Facione's theory: aspects of interpretation, analysis, inference, explanation, evaluation, and self-regulation. Of the five texts analyzed, as the second step in preparing learning indicators, three anecdotal texts, sourced from Book 30 Anecdotes of Abu Nawas Muhammad Nur Ali, S.Ag., Donkey Eggs and Farts of a Sufi by Nasruddin Hodja, and Abu Nawas Mengguncang The World by Miftahul Asror, namely 1) Wrong Arrest, 2)*What Time Is It Now*, and 3)*Packing Up for Heaven*fulfills the six aspects of critical thinking skills and is worthy of being developed into a digital anecdote text module.

The final step of the design activity is to develop assessment techniques that are designed to achieve targets, namely, critical and creative thinking skills, communication skills, and collaboration skills, in accordance with development goals. Therefore, assessments must focus on measuring high-level thinking abilities and student performance.

In this development module, assessment is performed at the end of each learning activity to perfect the achievement of basic competency. After achieving the four basic competencies, the final assessment was carried out again to measure the students' level of understanding, attitudes, and skills in accordance with all aspects of the targeted critical thinking abilities, as a closing of the module and evaluation of the anecdotal text learning activities as a whole.

The digital module design for this anecdote text consists of the initial part, namely, the cover, foreword, table of contents, and concept map. The core part is teaching material, which includes learning activities in accordance with the four basic competencies, KD 3.5 - 4.5 and 3.6 - 4.6. The final part, the closing, consists of a bibliography, glossary, index list, and author profile.

The steps for developing teaching materials follow theories that have been used as measurements and applied by many researchers. In this research and development, the author uses development steps, which are often called ADDIE, namely, Analyze, Design, Develop, Implement, and Evaluate.

In the first step, the author analyzed the needs of teachers and students regarding the need to develop anecdotal text teaching materials. The author also analyzes anecdotal texts that are appropriate for the need to improve critical thinking skills. In the second step, the author used the Canva application to design a digital anecdote text module, design a concept map, and outline the contents of the module. In the third step, the author arranges the material from beginning to end, inserting anecdotal text material that has been analyzed, adding assessment instruments as a tool for evaluating learning activities into the module content, compiling validation instruments for module assessment by material experts, language experts, and media experts, and revising validation results by experts. In the fourth step, the module is ready to be implemented in learning activities. implementation results, researchers must carry out an evaluation as the final step in development research.

3. Implementation of the Research Product Module

After the module was validated and revised, it was tested on students at two schools: SMA N Gantar, MA Al Zaytun, and SMK PUI Haurgeulis, Indramayu Regency. Modules were used in the learning activities. After learning activities using the Anecdotal Text Digital Module with a Critical Thinking Orientation for SMA/MA/SMK Students, the author provides an assessment instrument for student learning outcomes.

In the final stage, the author analyzed the test results or student learning outcomes after using the research product module. The results of this trial were in the form of grades or scores resulting from an assessment of student competence. Then, the author compared the student scores from product trials with the student learning scores before using the digital module product. After comparing the learning results before and after using the product, it was discovered that the critical thinking-oriented Anecdote Text Digital Module product for SMA/MA/SMK students was known to be effective because there was a significant difference between the results before and after the trial, namely an increase.

Conclusion

Based on the results of the research and discussion above, the author concludes that the majority of teachers and students at SMA/MA/SMK agree with the development of anecdotal text-teaching materials. Even the attitude towards the need for digital teaching materials for anecdotal texts that the author designed and proposed, namely the Digital Anecdote Text Module Oriented to Critical Thinking for SMA/MA/SMK Students, shows 'very much needed. For this reason, teaching materials, especially anecdotal text materials, were developed.

The Canva application can be used to design digital anecdote modules. However, teaching materials were first prepared in Microsoft Word. Then, the results that have become Canva digital modules are presented and can be shared in the FlipBook form using the link.

The results of the digital anecdotal text module design include three main parts: the initial part as the opening of the module, the content part consisting of four learning indicators as the core part, and the final part as the closing of the module (Abdul Rozak, et al., 2016)

Based on the results of the module trial, in learning activities, student learning outcome tests showed an improvement compared to learning outcome tests before using the product. There was a significant difference between the test results before and the test results after the trial use of the product. Thus, it can be said that the critical thinking-oriented anecdotal text digital module product for SMA/MA/SMK students is effective.

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