



Development of Digital Teaching Materials for Short Story Texts with Critical Thinking Character for Junior High School Students

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Abstract: This research aims to develop digital teaching materials for short story texts containing critical-thinking characters for junior high school students. This study used the research and development method with the ADDIE model, which includes five research stages: design, development, implementation, and evaluation. The data used were the results of expert validation of teaching materials and the results of implementation of the use of teaching materials for students. The data collection technique used a questionnaire, which was then analyzed descriptively and qualitatively. As a result of the analysis of short story text materials based on structure and content containing critical character content, five short stories were selected, namely *Jono dan Kepala Sekolah*, *Di Penghujung Minggu*, *Radio 109.1 FM*, *Permainan Takdir*, and *Kode Ujian*. Based on the validation results, the structure of the teaching materials consists of Title, Foreword, Learning Instructions, and Learning Introduction; Learning activity 1 contains listening elements, learning activity 2 contains reading and viewing elements, learning activity 3 contains speaking and presenting elements, learning activity 4 contains writing elements. Summary, evaluation, reflection, glossary and bibliography. The results of the implementation of teaching materials in two schools, each school using three classes, were obtained: an average score of 81.2, which can be concluded that the digital teaching materials of short story texts containing critical thinking which were implemented for class IX students can be said to be very suitable for use in Indonesian language learning.

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Introduction

Teaching materials are one of the tools that must exist in learning. Teaching materials will affect the interaction process between students and scientific materials. Teaching materials used in learning can be electronic or non-electronic media. From simple media to quite complex media. Teaching materials are one of the means to support the learning process. Teaching materials, according to Widodo and Jasmadi (Lestari, 2013), are a set of learning tools or tools that contain learning materials, methods, boundaries, and how to evaluate the design systematically and attractively in order to achieve the expected goals, which can achieve competencies and sub-competencies with all their complexity. Digital teaching materials are teaching materials that integrate digital technology in their preparation so that they can be studied through digital devices such as smartphones, laptops, and computers. (Mascita, 2021). In addition, teaching materials are a set of materials that are arranged systematically, both written and unwritten, so as to create an environment that allows students to learn. Teaching materials are not only documents or modules in the form of printed materials, but teaching materials can be information in the form of audio, visual,



and audio visual. All of that is certainly used as a tool to facilitate the teacher in achieving the learning objectives and competencies to be achieved.

To achieve competency, teaching materials need to be designed consciously and systematically by the teacher. (Kusmana, 2021) states that teaching materials refer to the fulfillment of four components, namely content or material, systematic presentation, language, and graphics or appearance. These components determine the quality of a book used as teaching material. Teaching materials have various types and forms, some are in the form of print and non-print. (Prastowo, 2013). Teaching materials in printed form, namely books, modules, brochures, handouts, photos, student worksheets, and so on. At the same time, non-print teaching materials are in the form of audio teaching materials, such as cassettes, radios, vinyl records, and audio compact discs. Audio-visual teaching materials, such as video compact discs and movies. Interactive multimedia teaching materials such as CAI (Computer Assisted Instruction), interactive learning multimedia compact discs, and web-based learning materials. In short, all materials (both information, tools, and text) are systematically arranged, obtained by students and have a complete mapping of capabilities used in the planning and learning process. These various types of teaching materials can be used to assist teachers and students in the learning process, thus creating an interesting and enjoyable learning atmosphere.

Short story text is one of the texts used as learning material. Short stories are one of the literary works that are very closely related to society. Short stories are one type of literary work that is quite popular. Short stories are short prose stories (Aminuddin, 2014). The short size here is relative or read in one sitting. (Suyanto, 2012). However, how long a short story is, there is no rule; there is no agreement among authors and experts. Short stories are stories that can be read in a short period of time. (Nurgiyantoro, 2018). Short stories only contain a story that centers on one main event, while the event is still followed by other events that support the main event. Short stories are works of fiction, just like novels and novellets (Kasnadi, 2010). "A short story is a prose essay that contains a story of an event in the life of a human actor/character in the story" (Kosasih, 2014). Through short stories, many moral messages can be conveyed and can be easily accepted by students. Especially if the short stories told contain character education values such as moral messages that are relevant to students' daily lives.

Character education is an educational process that refers to moral education that aims to shape and train students' personalities so that they can live their lives better (D. Wibowo, 2015), (Istiwati, 2016). Character values can also come from a society that is integrated with the original value in the form of noble values of the nation, which is the peak of the nation's values, or in the form of values sourced from local wisdom (local genius). Character education can be defined as learning that leads to the strengthening and development of children's behavior as a whole based on a certain value referred to by the school (Kesuma Dharma, 2012). Local wisdom (local wisdom or local genius) is a local thought or idea that contains wise values, wisdom, and goodness, which are internalized from generation to generation (traditional). These values are believed to contain the truth, so they are followed by members of the community. This local wisdom can be called the noble values (adhiluhung) of society, which serve as the basis for a philosophy of good behavior towards harmonization (Rachmat, 2014).

Teaching materials in certain schools are quite available, both in the form of printed books from the government, student worksheets and learning modules. However, existing teaching materials have not utilized existing technology, such as teaching materials using the



Kvisoft Flipbook Maker application. The Kvisoft Flipbook Maker application is one of the applications that supports learning media that will assist in the learning process because this application is not fixated only on writing but can include motion animation, video, and audio that can make an interesting interactive learning media so that learning becomes not monotonous. Previous research on this application (E. and P. Wibowo, 2018). Some of the advantages of the flipbook application namely being able to present learning materials in the form of words, sentences and images, color variations that attract students' attention, easy manufacture and cheap prices, easy to carry everywhere, and can increase student learning activities. (Susilana, R and Riyana, 2008). Previous research conducted by (Hidayatullah, 2016) showed that motivation during the learning process is still lacking, so with the development of learning media, students are more active during learning.

This digital teaching material research product is important to develop because learning in the era of digitalization of printed books has been transformed into electronic books. Previous research (Mella, B., Wulandari, I. G. A. A., & Wiarta, 2022). Digital teaching materials will be able to be used anywhere in the classroom or outside the classroom. The novelty in this developed teaching material is the presence of critical thinking content. Critical thinking content is included in the form of questions and material that contains things that need to be criticized.

Research Method

The method used in this research was research and development with the ADDIE model, which consists of analysis (*Analysis*), design (*Design*), development (*Development*), implementation (*Implementation*), and evaluation (*Evaluation*) (Branch, 2009) (Sugiyono, 2013). The research data sources were junior high school students and expert validators of teaching materials. The research data were in the form of validator assessment results and student test results on understanding teaching materials.

The Analysis stage is the stage of analyzing 5 teen-themed short story texts that will be used as teaching materials. Short story texts are analyzed based on intrinsic structure and based on content that contains critical-thinking characters. The 6 stories were then selected according to the criteria for the needs of teaching materials for junior high school students. The analysis was also conducted on students to find out students' needs for digital teaching materials. The analysis was carried out by filling out a questionnaire. The Design stage is to design a prototype of digital teaching materials based on the results of the needs analysis. The design of teaching materials considers the structure and content of digital teaching materials. The Development Stage is validating teaching materials to teaching material experts and revising. The Implementation Stage is the stage of applying teaching materials to 5 students from 5 classes in 2 junior high schools in Cirebon Regency. The Evaluation Stage is to explain the implementation of the development and its results. The data analysis technique used is descriptive analysis with categories of very feasible, feasible, sufficient, inappropriate, and very inappropriate.

Results and Discussion

Short Story Text Material Needs Analysis Results

The results of the analysis of the structure and content of 5 short stories entitled *Jono dan Kepala Sekolah, Di Penghujung Minggu, Radio 109.1 FM, Permainan Takdir, and Kode Ujian* include theme, character, setting, plot, point of view, and mandate. (Kusmayadi, 2010). As for the content that contains critical thinking content, the theory is used. (Watson, G. &



Glaser, 2002) which states that the components of critical thinking include (1) inference, (2) assumption, (3) deduction, (4) interpreting information, and (5) analyzing arguments. These critical thinking components are used as a benchmark for a person's critical thinking ability. Based on the analysis of the five short stories, the results are as in the following table.

Table 1. Results of Intrinsic Structural Analysis of Short Stories

No	Title	Theme	Figure	Background	Flow	Viewpoint	Mandate
1	Jono dan Kepala Sekolah	√	√	√	√	√	√
2	Di Penghujung Minggu	√	√	√	√	√	√
3	Kode Ujian	√	√	√	-	√	√
4	Permainan Takdir	√	√	√	√	√	√
5	Radio 109.1 FM	√	√	√	√	√	√

The data explains that the five short stories all contain the five intrinsic elements. Except for the short story "Kode Ujian" whose plot is unclear.

Table 2. Results of Critical Thinking Content Analysis in Short Stories

No	Title	Summarize	Assumption	Deduction	Interpret	Analyzing
1	Jono dan Kepala Sekolah	√	√	√	√	√
2	Di Penghujung Minggu	√	√	√	√	√
3	Kode Ujian	√	√	√	√	√
4	Permainan Takdir	√	√	√	√	√
5	Radio 109.1 FM	√	√	√	√	√

The data in Table 2 shows that all short stories contain critical thinking content. All short stories contain the five elements of critical thinking. This means that when short stories are read by students, teachers can train critical thinking to their students according to these five elements.

Examples of how reading short stories can strengthen students' critical thinking skills. The following is a teenage short story that contains things that can be used as critical thinking activities.

The short story used as an example is entitled "Radio 109.1 FM".

a) In the *inference* component, this short story certainly provides opportunities for students to be able to conclude what the short story tells. Drawing conclusions by students is a critical thinking activity to connect the story events that occur. In the short story entitled Radio 109.1 FM, students will think and try to conclude the story from the initial story when the character listens to the song in 2002 and the movie "Ada Apa Dengan Cinta", then tells about meeting Mr. Mustopa, his art teacher, and in the end, the character wants to find his friends.

"Let's listen to Melly Goeslaw's song, 'Ku Bahagia'. Happy listening!"

The song was released in 2002 along with the most phenomenal movie of its time, *Ada Apa dengan Cinta*. The two icons seemed to fill my teenage years at the time. And today, at the end of 2019, I stand back in this school, with the same radio, and the same song".

b). In the *assumption* component, this short story can provide opportunities for students to assume to answer the question of how the character in the short story remembers his past. In the short story entitled Radio 109.1 FM, students will assume that the character is a friend who has not met with other friends for a long time. They may also assume that the character misses his school days.



"It reminds me of how they spent their high school years with ups and downs. Doing assignments together, going to the cafeteria together, taking care of all things radio, until we graduated together and we didn't know each other anymore.

c). The *deduction* component is the process of making inferences based on the facts of the story. This short story can provide opportunities for students to make topic inferences. Students will answer the question of what is the topic or theme of the short story. In the short story entitled Radio 109.1 FM, students will determine the topic based on the narrative in the short story. Students may deduce that the topic or theme of the story is "reminiscing about school days".

I don't know why I missed that. After leaving here, I decided to find them and bring back my teenage years. No matter what".

d). In the component of *interpreting information*, this short story can provide opportunities for students to interpret the events, conflicts, and behavioral attitudes of the characters. An example in the short story entitled Radio 109.1 FM is the interpretation of how close the character is to the school guard? as in the quote:

"Then suddenly, Mr. Mustofa came to me. Mr. Mustofa was an art teacher who also served as a radio coach.

e). In this component of *analyzing arguments*, students can analyze the reasons for the actions taken by the characters in the story. In the short story entitled Radio 109.1 FM there is a quote "I don't know why I missed these things. After leaving here, I decided to find them and bring back my teenage years. No matter what". What the character is thinking can be the basis for students to analyze the reason "why I missed it".

Results of Student Needs Analysis

The analysis was conducted on students and teachers. Open-ended questionnaires were distributed to students of SMPN 1 Depok and students of SMPN 2 Weru. Interviews with teachers in two schools were also conducted on the same date. This was done to obtain data in analyzing the need for the preparation of short story text teaching materials for junior high school students in phase D.

On the question: "What do you think about whether the teaching materials for short story texts need to be digital teaching materials?" There are differences in answers. At SMPN 1 Depok, out of 26 students who answered "yes", 24 (92%) and those who answered "no" amounted 2 (8%). At SMPN 2 Weru, out of 17 students who answered "yes", there were 15 (88%), and those who answered "no" were 2 (12%). This data shows that 90% of the number of students from both schools expect teaching materials in the form of digital.

On the question, "Do digital teaching materials for short story texts need to be stored on a cell phone?" There are differences in answers. At SMPN 1 Depok, out of 26 students who answered "yes", 22 (85%) and 4 (15%) answered "no". At SMPN 2 Weru, out of 17 students who answered "yes", 14 (82%) and 3 (18%) answered "no". The data that answered "yes" from both schools reached more than 80%; this shows that students expect digital teaching materials can be inserted into cellphones so that they can be studied via cell phones. Those who answered "no," which reached 20%, were students whose cell phones did not support the facility, and some did not bring cell phones.

On the question: "Should digital teaching materials for short story texts be easy to operate?" There are differences in answers. The students of SMPN 1 Depok out of 26 students who answered "yes" totaled 26 (100%). Likewise, the students of SMPN 2 Weru out of 17 students as a whole all answered "yes", which means that all students hope that the digital teaching materials are easy to operate. So that they can learn it.



Based on the questionnaire results show that students need digital teaching materials with various variations.

Expert Validation Results

The results of expert validation of teaching material technology using 10 indicators received an assessment from the technology expert validator as follows. According to his notes, "the use of barcodes is not efficient because students have to use 2 devices, 1 device to display the barcode, 1 more for scanning. It is enough to use the YouTube link". On indicators number 1, 2, and 7, the validator gave a rating of 3 good categories. The note given is on number 1. The validator gave advice: "It should be given an illustration image in appreciating the use of teaching materials". At number 2, the validator gave advice: "The definition context should be given contextual illustrations, for example, in explaining elements etc.". At number 7, the validator gave advice: "It should be made more concise so that teaching materials are not like articles for students". These suggestions are noted by the author to improve the teaching materials that have been prepared. Meanwhile, indicators number 3,4,6,8,9 and 10 were all given a score of 4 in the excellent category, so the overall percentage was 92.5% in the excellent category. So, it can be concluded that teaching materials in terms of the use of technology are suitable for implementation. The results of the two validators are as follows.

Table 3 Recap of Language and Learning Expert Validation Results

No.	Validator	Percentage	Category
1	Validator 1	91.6%	Very Feasible
2	Validator 2	92.5%	Very Feasible
Average percentage		92.05%	Very Feasible

From the validation results of the two experts, it can be stated that the digital teaching materials for short story texts with critical thinking characters are very feasible to use in learning because they have met the characteristics of teaching materials that meet good criteria.

Discussion

Digital Teaching Materials for Short Story Texts with Critical Thinking Characters

a). Teaching Material Needs Analysis

At the needs analysis stage, the results of the analysis of the needs of teaching materials were obtained in the form of students' opinions that students have been learning only through teaching materials in the form of printed textbooks, teaching materials for short story texts provided by the teacher are still not understood because the presentation of teaching materials in terms of material and reading materials is not in accordance with what they expect, even though in the learning process the teacher provides the material clearly. So the one who plays a role in explaining is the teacher. This is also in accordance with previous research, which shows that students need digital teaching materials (Ekawati, D., Yusida Gloriani, 2022).

Students really need short story text teaching materials in the form of digital teaching materials because now it is in the digital era. Digital teaching materials are teaching materials that can provide motivation to learn and strive to improve critical thinking skills. In Aulia's research, it was also revealed that students were enthusiastic about digital teaching materials, which contained videos and images that were more interesting and easy to learn (Aulia, 2021).



b). Prototype Teaching Materials

Based on the results of the needs analysis above. The second stage is designing digital teaching materials. Digital teaching materials were prepared as an effort to follow up on the results of the needs analysis, including the need to develop teaching materials to help students understand the material so that it is easy to understand. In this study, what was developed was digital teaching materials where the design of these teaching materials was adjusted to the needs of students and learning outcomes based on Phase D Independent Curriculum. The digital teaching materials compiled begin with a title page, preface, teaching material instructions, introduction to learning, learning activities 1, which contains listening elements; learning activities 2, which contains reading and viewing elements; learning activities 3, which contains speaking and presenting elements, learning activities 4 which contains writing elements. Summary, evaluation, reflection, glossary, and bibliography.

The design of teaching materials is then given material according to learning needs and material in accordance with student characteristics until it becomes a complete draft of teaching materials. The preparation of teaching materials uses the Canva application. The use of Canva is because Canva is an online design and publication tool that provides attractive features and is easy to use.

c). Creating Digital Teaching Materials

The finished draft in the printed version is then digitized using the flipbook application. This application can be used for the preparation of e-modules. This developed teaching material includes digital teaching materials because this teaching material in its composition integrates digital technology so that it can be studied through digital devices such as smartphones, laptops, and computers. The utilization of digital technology in this teaching material is due to its automatic operating system by using a computerized system.

d). Teaching Material Validation

Expert validation is carried out to determine the level of validity of teaching materials so that there is a consideration of whether the teaching materials that have been prepared are feasible and not to be implemented. Validation of this digital teaching material development product was carried out by two validators, namely: expert validators of language and teaching materials, and experts in media and learning technology. From the results of the validation of the two experts, validator 1 the percentage of his assessment reached 91.6% with a very good category, and validator 2 the percentage of his assessment was 92.5% with a very good category, and the average of the two assessments was 92.05% with a very good category. Based on these results, it can be stated that digital teaching materials for short story texts with critical thinking characters are very feasible to use in learning because they have met the characteristics of teaching materials as stated by Schorling and Batchelder (Muslich 2010) that there are four characteristics of good teaching materials, namely containing parts, as follows: 1) Recommended by experienced teachers as a good textbook, 2) The teaching material is in accordance with educational objectives, student needs, and community needs, 3) Quite a lot of reading text, drill material and exercises/tasks, 4) Make illustrations that help students learn.

Implementation of digital teaching materials for short story texts with critical thinking characters for junior high school

The results of the implementation of digital teaching materials for short story texts with critical thinking skills for junior high school students. The implementation of digital teaching materials for short story texts with critical thinking characters carried out in class IX on August 8, 2023, at SMP Negeri 1 Depok, and on August 10, 2023, at SMP Negeri 2 Weru



was carried out by providing digital teaching materials for short story texts that had been made using the flipbook application sent via WA to students' cellphones. The teacher then gives an introductory explanation of learning. Furthermore, the teacher gives students the opportunity to open the teaching material link. The material used for this implementation is the material for identifying intrinsic elements and extrinsic elements in accordance with the predetermined learning outcomes. Then, students are evaluated to determine their level of understanding of the material through formative tests or formative assessments whose tests are in the form of multiple choice, totaling 10 questions. The type of question is a 5-choice multiple-choice objective test. The formative test results from the two schools are:

Table 4. Formative Test Results

No.	School Name	Class	Average Value
1	SMP Negeri 1 Depok	A	80.9
2		B	81
3		C	81.3
4	SMP Negeri 2 Weru	A	83.2
5		B	80.7
6		C	80.3
Average Value			81.2

Based on the test result data on the implementation of digital teaching materials with a focus on the learning outcomes of identifying and evaluating intrinsic elements, it can be concluded that the developed digital teaching materials for short stories are suitable for use in grade 9 or phase D students. It is based on data from the results of the implementation carried out in two schools, each school using three classes; the results obtained: 1) In SMP Negeri 1 Depok Cirebon Regency Class A = 80.9%, B = 81%, C = 81.3%; 2) CLASS A = 83.2%, B = 80.7%, C = 81.2%. The data resulted in an average score of 81.2. The average score achieved when compared to the indicator of the success rate of achievement of 70 has passed. The calculation refers to the Measurement Value using a Likert Scale with the following intervals.

Table 5. Criteria for Interpreting the Feasibility of Teaching Materials

No.	Score in percent (%)	Feasibility Category
1	< 21 %	Not worth it
2	21 - 40 %	Not Feasible
3	41 - 60 %	Decent Enough
4	61 - 80 %	Worth
5	81 - 100 %	Very Feasible

Based on the criteria referring to the Likert Scale, the digital teaching materials for short story texts containing critical thinking characters implemented in class IX students of SMPN 1 Depok and SMPN 2 Weru are included in the excellent criteria because the percentage is more than 80%. So, the developed teaching materials are suitable for use in learning Indonesian, especially short story text material in phase D or grade IX.

The results of this study found the following.

- 1) Digital teaching materials are teaching materials that contain learning materials packaged in digital form. Through digital teaching materials, students can learn more practically in achieving learning goals anywhere and anytime because the material is embedded in a *cellphone* or computer that contains applications such as YouTube, material links, google forms. This is like the results of previous research that digital teaching materials make it easier for students to learn in various conditions and places. (Asrial, Syahrial, Maison, Kurniawan, D. A., & Piyana, 2020); (Sitorus, D. S., Suwandari, n.d.).



- 2) This digital teaching material can also provide critical thinking skills as previously researched by previous researchers (Umbara, I. A. A. P., Sujana, I. W., & Negara, 2020); (Kristinawati, E., Susilo, H., & Gofur, 2018)

Conclusion

The conclusion obtained from the results of this study is that the results of the analysis of short story text material based on the structure and content containing critical character content selected three short stories, namely *Jono dan Kepala Sekolah*, *Di Penghujung Minggu*, *Radio 109.1 FM*, *Permainan Takdir*, and *Kode Ujian*. Based on the results of the validation of the teaching material structure, it consists of: *Title*, *Foreword*, *Learning Instructions*, and *Introduction to Learning*; *Learning activity 1* contains listening elements, *Learning Activity 2* contains reading and viewing elements, *learning activity 3* contains speaking and presenting elements, *learning activity 4* which contains writing elements. *Summary*, *evaluation*, *reflection*, *glossary*, and *bibliography*. The results of the implementation of teaching materials in two schools, each school using three classes, obtained results: an average score of 81.2, which can be concluded that the digital teaching materials for short story texts with critical thinking content implemented in grade IX students can be said to be very feasible to use in Indonesian language learning.

Recommendation

The results of the research and development of digital teaching materials for short story texts with critical character content are recommended to Indonesian language teachers to be utilized as support for the smooth learning process. This teaching material can be used as a discussion material for the development of teaching materials at the MGMP level of Indonesian Language.

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