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Digital Teaching Materials for Critical Thinking Oriented Short Story Texts for SMP/MTs Students

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Abstract: This study aims to develop digital teaching materials for critical thinking oriented short story texts for junior high school students/MTs. Problem formulation from this research (1) How is the design of digital teaching materials critical thinking oriented short story texts for junior high school/MTs students? (2) What are the results of the implementation of digital teaching materials for critical thinking oriented short story texts for junior high school/MTs students? This research uses research and development methods with the ADDIE (Analysis Design Development Implementation Evaluate) model. These research steps consist of, needs analysis, designing digital teaching materials, developing digital teaching materials, implementing digital teaching material products, and product evaluation. How to collect data in this study by collecting data from the results of expert validation questionnaires and student assessment questionnaires. The results of the design of teaching materials for digital teaching materials critical thinking oriented short story texts for junior high school / MTs students consist of the initial cover section, the initial teaching material section, the content teaching material section, and the final teaching material section that can be accessed using a computer or smart telephone connected to the internet. The implementation of teaching materials for digital teaching materials for critical thinking-oriented short story texts for junior high school students/MTs as a whole received a positive response in the "Very Feasible" category to be used as teaching materials for Indonesian subjects in short story texts.

Keywords: Teaching Materials, Digital, Short Story Text, Critical Thinking Oriented

1. Introduction

Literature lessons at school are always considered to be a difficult material to learn. Especially learning literature related to writing skills. In contrast to skills such as reading, speaking, and listening, the skills of writing literary works have multiple difficulties experienced by both students and teachers. Compared to other competencies, writing competence in general can be said to be more difficult to master even by native speakers of the language in question [12].

Literature is part of the humanities sciences as well as language, history, art, philosophy, and aesthetics. Through literary works, the human and cultural aspects contained in literary works can be understood. Literary work is a form of pouring thoughts, feelings, ideas, and experiences as well as the author's imagination. Thus, literary works are basically a reflection of real life, especially what the author thinks, feels or imagines.

Literary works in general do not pretend to prove anything. Themes, characters, storylines, style of language and others mixed into a unanimity. Good literary works are also not patronizing, and do not present formulations. Literary works are imaginative in nature, therefore literary works cannot be objectively validated by just looking at the factual details. Reading literary works should not only understand, but also appreciate.

In the 2013 Curriculum for Indonesian Language and Literature Subjects, there are Basic Competency (KD) 3.7 and 4.6 regarding studying the structure and linguistic aspects of short story texts that are read and heard and presenting/writing experiences and ideas in the form of short stories by paying attention to structure and language. Of course we need a solution in teaching this short story text material by using the right teaching materials.

Writing is a long and winding process. Every processual

step and creative twists and turns must be appreciated by teachers, readers and assessors. Writing is an activity of expressing one's thoughts, ideas, and feelings in written language. realizing writing that occurs in the field and is experienced by students, more specifically the ability to write short stories is still an obstacle for students in the process of creating literary works. The purpose of writing is to convey a message to the reader. Writing lessons should begin by practicing expressing feelings before thoughts. Teach them first how to appreciate fiction, especially short stories, narratives, then poetry, then write academics.

Writing short stories is clearly different from other writing activities. Short stories are fictional stories that focus on one character in one situation at a time, thus giving a single impression of the conflict that the story arranges. This is the reason that the ability to write short stories in junior high school students is still low. hindering writing words, finding ideas, teaching materials that are still monotonous so that they are not optimal in achieving a critical thinking orientation. Based on this problem, the author will provide an alternative use of critical thinking-oriented digital teaching materials to make it easier for teachers to teach short story texts and to make it easier for students to learn short story texts, especially writing short story texts.

Digital education or e-learning is an educational concept that uses internet and computer technology as a tool. In e-learning, teaching and learning activities can be carried out with web-based tools and are designed for distance learning activities. The teaching and learning process that is currently developing uses a variety of interactive digital media. Then, why should this digital short story text teaching material be oriented towards critical thinking, because critical thinking is one of the skills needed in the 21st century.

2. Theoretical Study

2.1. Teaching Materials

Teaching materials are all forms of materials, information, tools and texts needed by teachers for planning and studying the implementation of learning [13]. He continued, it was stated that teaching materials could also be in the form of written materials or unwritten materials. Teaching materials have principles that can include relevance, consistency, and adequacy and have a role for both teachers and students [11]. Teaching materials are finished materials from materials obtained from various learning sources that have been designed systematically which are ready to be presented to achieve competency [17].

Teaching materials are all materials or subject matter that will be taught to students which are arranged systematically and used in the learning process that is adjusted to the applicable curriculum [1]. Teaching materials can be in the form of many things that can be used by teachers or students in the learning process. Several things are seen as being able to increase the knowledge and or experience of students, including in the form of reading books, workbooks, and

broadcasts [8].

Teaching materials are a set of subject matter that is prepared systematically in accordance with and refers to the applicable curriculum in order to achieve predetermined basic competencies. which may include among others relevance, consistency, and adequacy. These teaching materials can be in the form of written materials including reading books, workbooks, and all things in the form of text. As for teaching materials that are not written can be in the form of tools, information, and audiovisual. Written and non-written teaching materials must have a role for both teachers and students. These teaching materials must be understood and mastered by teachers and students so that they are easier to use in the learning process in order to achieve learning objectives.

Print teaching materials include; 1) handouts containing important points from the subject matter which are made to help students understand the subject matter briefly; 2) modules, namely teaching materials prepared by the teacher that students can study independently which contain study instructions, competencies to be achieved, content of material, practice questions, work instructions, evaluations, and feedback on evaluations; 3) a book, which is a collection of papers containing knowledge resulting from a person's analysis in a written form that is easy to understand and equipped with pictures, information, etc.; 4) student worksheets (LKS) which contain learning materials, summaries, instructions, and assignments arranged in such a way that students can study them independently [5].

Non-printed teaching materials, among others; 1) audio, namely teaching materials used to convey information through sound; 2) audio-visual, namely teaching materials used to convey messages or information through sound and pictures; 3) interactive multimedia, namely teaching materials that are very complex, a combination of several teaching materials, including text, graphics, animation, audio, and video images [5].

2.2. Digital Teaching Materials

In terms of its main content, digital teaching materials are not much different from printed (conventional) teaching materials, whose main components include objectives, materials, activities or exercises, evaluation tools, and feedback/reflection in addition to other complements such as preface, table of contents, glossary, index, and bibliography. The form of presentation of digital teaching materials is generally in the form of PDF, making it easier when using laptops, Android (mobile phones), and similar media [8].

Digital teaching materials are tools in learning that continue to develop and develop which contain: a) learning materials, b) boundaries; c) method; d) how to evaluate which is designed in principle, interesting, systematically to achieve learning competency/sub-competence targets in a complex manner called teaching materials/learning materials [9].

In the 4.0 era teaching materials have developed towards digital teaching materials. Teaching materials are not only in

printed form, but have morphed into online teaching materials, namely teaching materials that integrate computer technology applications that can be embedded in smartphones or computer devices. So that teachers are expected to be able to compile and develop teaching materials that are in accordance with the expected competencies and help students to learn independently [10].

The use of digital teaching materials can be optimal and run well if educators can direct students appropriately. Student literacy really needs to be supported with digital teaching materials so students can get used to reading short story text teaching materials because of easy access. In addition, students can more easily be creative in writing and presenting the short stories they make in a more attractive presentation, because students can independently study teaching materials that are presented in digital form.

The development steps for compiling digital-based teaching materials are as follows: (a) collecting, analyzing the needs of student teaching materials, analyzing the competencies needed to achieve the goals and objectives needed; (b) preparation, the teacher guides and instructs students in designing digital-based teaching materials; (c) maintenance, carrying out maintenance of digital-based teaching material platforms. In general, as in other teaching materials, the steps for developing digital teaching materials consist of three stages, namely 1). Analysis of the needs of teaching materials, 2). Designing a concept map of teaching materials, and 3). The development of teaching materials is based on the structure of each form of the teaching material itself.

2.3. Short Stories

Short stories are short stories from literature that tell an incident in the life of the perpetrator. Short stories are included in works of fiction which are developed imaginatively by expressing ideas, ideas, and creativity so as to create interesting stories for those who are interested in reading them. Short story is a literary work which includes non factual fiction. Categorized as non-factual fiction, because the work is the result of a writer's imagination. However, short stories are also not just imaginary which are simply made up without going through contemplation of the nature of life and living [16].

Short story text is formed by several building elements. The elements that build a short story from within the story are called intrinsic elements. The intrinsic elements of a short story include the theme, message, setting, character, characterization, plot, point of view, and style of language. Elements that build a story from outside the story are called extrinsic elements. The extrinsic elements of short stories include community background, author background, and values [12].

Short stories contain values that can be seen from the characters being told which are depictions of the real world and store certain messages which are used as a starting point for practicing learning [14]. Usually, short stories can be read in less time than novels [6]. Short stories are writings that describe human life in a certain place and within a certain time. Short stories are written with a maximum of 20,000 characters, although in fact they can be made longer than a million characters. Short stories must be at least 20,000 characters long. has four elements, namely place, time, actor, and event. A good short story is one that is easy to understand, understand, uses beautiful language, obeys the rules of language, has an interesting title, and is convincing. Apart from being interesting, the short story also touches on issues or news that actual, factual, important, and interesting [4].

The text structure of short stories is formed of orientation, complication, and resolution sections. While the abstraction or introduction to the story and the coda or closing words in a short story are optional, they may or may not exist. The structure of the short story text shows a stage. However, the sequence of these stages can vary according to what the author wants. There are short stories that start with orientation, but some start with complications. This is what marked the birth of various types of grooves. If the stages of the structure are linear (sequential), that is, from orientation to resolution, then it is called a forward flow. If these stages go backwards, i.e. the story starts from the resolution, then moves backwards, then it is called a reverse/backward solot flow. If the stages run randomly, for example starting with complications, then orientation, and continuing until they reach resolution, then it is called a mixed flow [7].

2.4. Critical Thinking

Critical thinking is one of the 21st century skills that students must have. Through critical thinking activities, students are expected to be able to find solutions to the problems they face. Critical thinking is an active, continuous and thorough consideration of a belief or form of knowledge that is taken for granted by including supporting reasons and rational conclusions. The conclusions obtained by someone occur because of critical and accurate thinking processes. It is emphasized that critical thinking ability is a person's ability to be able to judge in making conclusions based on concrete and accurate evidence [3].

The importance of critical thinking is to think logically and reflectively to find solutions to the problems faced. Critical thinking skills are needed to be able to make decisions in order to be able to think logically, reflectively, and have initial knowledge related to the problems at hand [15]. Critical thinking skills are needed by someone to be able to deal with various problems faced in social and personal life.

3. Research Methods

The research method used in this study is the development research method. Research and Development is a research method that is implemented with the aim of producing certain products to test the effectiveness of these products [18]. The research design used is the ADDIE development model developed by ADDIE stands for Analyze, Design, Develop, Implement, and Evaluate [2].

This study uses research and development methods (Research and Development) with the ADDIE (Analysis Design Development Implementation Evaluate) model. ADDIE is a procedural model, this model is descriptive, through the stages that must be carried out to produce a product. Finally, this research and development will produce a product in the form of e-module teaching materials. The procedure for the ADDIE development model consists of five stages, namely: analysis, design, development, implementation, and evaluation [2]. The description of the steps in the ADDIE development model will be explained as follows.

3.1. Analysis

The main activity of this stage is to analyze the needs and feasibility of developing digital teaching materials for critical thinking oriented short story texts for junior high school students / MTs. At this stage, the author will analyze the results of questionnaires and interviews for the needs of alternative teaching materials, short story text materials in schools as a research background. In addition, the author will also analyze the structure and building elements of the short story text 1). Derita Sang Hamba Sebatang Kara by Satrio V. A published in Kompas in 2022; 2). Anak Gunung Pengumpul Kayu by Dina Kamilah Lutfiah published in Kompas in 2022; 3). Dari Kita by Habibi Choiron which is published in Kompas in 2022 as material in digital teaching materials that will be compiled.

3.2. Design

The design stage is a conceptual process. The author will systematically design the language, content content, presentation, and adjustment of the learning model to be applied in the digital teaching materials of short story texts in accordance with the standardization used. The design of the digital teaching materials is then used as the basis for the next development process.

3.3. Development

This stage is the process of realizing the design of teaching materials. In this stage, the author will compile digital teaching materials about the building blocks and construct short story texts according to the established design. The preparation of digital teaching materials pays attention to aspects of material feasibility, linguistic aspects, aspects of presenting material, and graphic aspects so that it becomes a good digital alternative teaching material.

3.4. Implementation

This stage is the process of implementing digital teaching materials for short story texts that have been compiled. The author will implement digital teaching materials that have been prepared by taking the validation process for Indonesian subject teachers and expert lecturers who are capable of the field of Indonesian Language and Literature Education. In this regard, if the situation and conditions permit, the implementation of students will also be carried out to test the feasibility of digital teaching materials for previously validated short story texts. Student responses and validation results of teachers as well as expert lecturers will be the material for assessment and improvement. If there are any shortcomings or improvements, the author will immediately revise it in the next stage, namely evaluation.

3.5. Evaluation

Evaluation is the stage of assessing and improving digital teaching materials that have been prepared. The results of the evaluation will be used by the author as a reference for revisions of teaching materials. Revisions are made until the short story digital teaching materials are declared valid as alternative teaching materials by teachers and related expert lecturers as validators.

4. Result and Discussion

4.1. Preparation of Teaching Material

The teaching materials compiled by the author are in the form of digital teaching materials for short story texts oriented towards critical thinking for junior high school students/MTs. Together, the author also designed a framework for digital teaching materials for short story texts in accordance with aspects of the preparation of teaching material [15]. Aspects of the preparation of teaching materials include aspects of material feasibility, language, presentation of material, and graphic aspects.

Furthermore, references are collected as material and writing references. The references used by the author in the preparation of digital teaching materials for short story texts include, the theory of short story texts as the subject matter and the results of the analysis of building elements in ten short story texts and three short story texts taken as additional material. The text of the short story is "The Suffering of the Servant of a Single Kara by Satrio V. A published in Kompas in 2022", "Children of the Mountain Collecting Wood by Dina Kamilah Lutfiah published in Kompas in 2022", and "Dari Kita by Habibi Choiron which is published in Kompas in 2022". In addition to theories and examples of short story texts, the author also prepares short story reading videos and the creative process of an author to be used as supporting material in the main description of the digital teaching materials of the short story text.

The preparation of digital teaching materials for short story texts is finally carried out by paying attention to the use of good and correct language according to the age and experience of students. The preparation is carried out with the help of the Flipbook maker application. The Flipbook maker application is used by the author to present modules can be electronic displays. Flipbook is a software that has a function to open each page to be like a book. Flipbook maker software can create and convert PDF, image/photo files into a physical book or album when opened per page. The final result can be saved in .swf, .exe, .html formats [10].

In addition, the author also added illustrations that have been prepared proportionally. This stage is the stage of providing supporting elements in digital teaching materials. The author adds illustrations in the form of pictures and videos so that the digital teaching materials of short stories are more interesting and not boring when used by teachers and students in learning. Finally, the author also evaluates or improves short story digital teaching materials based on suggestions for improvement and validation results of expert lecturers and teachers of Indonesian subjects. The improvement suggestions are given with the aim of improving the digital teaching materials compiled by the author.

4.2. Implementation of Digital Teaching Materials for Short Story Texts

This digital teaching material the author titled "Digital Teaching Materials Critical Thinking Oriented Short Story Texts For Junior High School / MTs Students" this is expected to help teachers and students in achieving KD 3.6 competencies, namely, Studying the structure and linguistic aspects of short stories read or heard and KD 4.6, namely, Expressing experiences and ideas in the form of short stories by paying attention to structure and language. Digital teaching materials for short story texts are compiled by paying attention to the needs of teachers and students so that they are suitable for use as digital alternative teaching materials for learning short story texts in junior high schools. To prove this, the author also implemented digital teaching materials for short story texts by taking the validation process for expert lecturers and teachers of Indonesian subjects. Validators will provide assessment and input to authors regarding digital teaching materials for short story texts that have been compiled. The assessment and input will then become a reference for the author to revise the digital teaching materials of short story texts.

In this regard, the implementation will also be carried out by the author by distributing questionnaires of student responses to digital teaching materials of short story texts. The validation process for expert lecturers and subject teachers Indonesian carried out to determine the feasibility level of digital teaching materials for short story texts as digital alternative teaching materials. In the digital teaching materials of short story texts that the author compiled, there are four aspects that are the focus of assessment for validators, namely aspects of material feasibility, language, presentation of material, and graphics. The implementation was carried out to 94 students in three schools, including a) SMP NU Darul Ma'arif Kaplongan, b) SMP N 1 Karangampel, c) MTs N 3 Indramayu. The results of the observation of learning activities in implementing digital teaching materials for short story texts in the activity of analyzing the structure of short story texts got a score of 4.9, activities on how to present short story texts got a score of 4.5, activities analyzing the pattern of presentation of short story texts got a score of 4.7 and in the activity of presenting ideas into the form of short story texts got a score of 4.6.

Everything is included in very well. The learning outcomes of students when implementing digital teaching materials for short story texts received an average score of 8.6. This shows that the average score of students is above the KKM standard. The results of the students' response to the implementation of short story text teaching materials were also very positive, in the material aspect it got a score of 4.4, the presentation aspect of the material got a score of 4.4, the language and readability aspects got a score of 4.4, the graphic aspect got a score of 4.38. All of them fall into the category of excellent.

4.3. Findings

4.3.1. Superiority

After validation by expert lecturers and teachers of Indonesian subjects, the author found out about the advantages of digital teaching materials for critical thinking oriented short story texts for junior high school students/MTs. The advantage lies in its digital form so that it can be used more practically through a cellphone or computer, easy to use anywhere and anytime, does not require special storage, is more environmentally friendly, and more economical than conventional textbooks. Based on graphic specs, short digital teaching materials are considered to have a more attractive appearance so that students are expected to be more enthusiastic about using them. In addition, the digital teaching materials that the author has compiled also use communicative and efficient language so that students are more comfortable learning the material in it.

4.3.2. Dibilitation

In addition to containing advantages, the digital teaching materials compiled by the author also have disadvantages. The weakness lies in the situation and condition of students who may not all have sophisticated mobile phones, quotas, and live in good network-quality areas to use them.

5. Conclusion

Based on the results of research and development of digital teaching materials for critical thinking oriented short story texts for SMP/MTs students as follows.

1. The design of digital teaching materials for critical thinking-oriented short stories that the authors compiled has met the feasibility. This is based on the assessment given by lecturer validators, language & literature experts and media experts. There are several suggestions and input from the validator to optimize digital short story text teaching materials both from the aspects of material, presentation, language, and graphics. Obtaining valida criteria is not the only benchmark that digital short story text teaching materials can be used, but there is another benchmark, namely that digital teaching materials also need to be tested on a limited basis to find out the response of users, namely educators & students.

2. Implementation to students is carried out to find out learning activities, know mastery of the material, and

know students' responses to digital teaching material for short story texts that have been made. The results of the implementation of digital short story text teaching materials for students were carried out in 3 (three) schools including 1) Darul Ma'arif Kaplongan Middle School with 30 students, 2) Karangampel N 1 Middle School with 32 students, 3) MTs N 3 Indramayu as many as 32 students. The results of the application of critical thinking-oriented digital short story teaching materials meet the very feasible criteria.

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