

Developing Sasak ethnicity comic character-based student worksheets to improve students' critical thinking skills

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Abstract

Critical thinking skill is one of the top-notch thinking abilities required in the 21st century. Training students' critical thinking is not easy for teachers, so it takes an exciting learning media and contextual student worksheet to students' lives. Meanwhile, the available student worksheet from the government and publishers is less attractive and contextual. This study is a research and development of a 4D model with the stages comprising definition, design, development, and dissemination. The study recruited four-grade elementary school students, as many as 26 students. The test instrument was developed based on critical thinking ability indicators. The trial test of the student worksheet employed a group pretest-posttest design. The expert judgment result on the student worksheet prototype analyzed using Aiken V showed a very good category score and feasibility to be tested in the trial. The student worksheet trial test result indicated that Sasak ethnicity comic character-based student worksheets affect students' critical thinking. The students liked very much on the comic design very much, such as the Sasak ethnicity wardrobe design, the conversation location, and the issues discussed in the comic are contextual to real-life events, so the students were enthusiastic and critical in the discussion.

Keywords: Student worksheet; comic; environment; critical thinking skill.

INTRODUCTION

Critical thinking skills are skills that are needed in the 21st century. Critical thinking skills are useful for students in responding to various changes in environmental conditions that occur in everyday life. Learning science on environmental themes is essential for students to understand and respond to changing environmental conditions. Changes in environmental conditions are changes in weather, air quality, water quality, soil quality, ecosystems, health conditions, and various ecological damages that impact human life. Environmental

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preservation is an essential basic competence to be mastered by students at all levels.

In elementary school, science education on environmental themes is expected to train students to be active, skilled, critical, and scientific in solving environmental problems experienced in everyday life (Devi & Bayu, 2020). One important aspect for students is the ability to think critically in responding to environmental issues. Critical thinking ability is related to one's skill to understand the problems that occur in their neighbourhood or surroundings (Aprilia, 2021; Lepini et al., 2021). Critical thinking is evaluating and interpreting information to determine a decision or judgment based on knowledge, experience, and ability to solve problems independently (Aiman & Ahmad, 2020; Azizah & Sholikhah, 2021). Critical thinking is created when the learning process is centred on the student and problem-based, prioritizing problem-solving activities (Darlis et al., 2021).

There are five indicators of critical thinking, i.e., providing a simple explanation, building basic skills, concluding, providing advanced explanations, and setting strategies and tactics (Amalia et al., 2021). In environmental preservation, a critical attitude will encourage students to think of ways to preserve the environment and pass it on for generations to come (Puspitasari et al., 2016). The way the teacher teaches extensively determines the development of student's critical thinking skills towards the surrounding environmental conditions.

Teachers must allow students to interact directly with the learning object through observation and trials, leading to new experiences and discoveries (Wijayanti & Wahidmurni, 2020). A science study is not just a learning concept but emphasizes student application and direct experience (Lobang & Muhsam, 2022). Therefore, the teacher's task is to deliver lesson material to achieve the learning objective and create new student experiences. One way to develop student learning experience is to employ student worksheets.

A student worksheet is a learning source intentionally tailored to guide students in certain activities. The student worksheet component consists of activities theme, competency, outcome indicators, time allotment, tools and materials, stages of activities, and the form of output achieved (Piriana et al., 2022). The function of student worksheets is crucial in the learning process. A teacher who can well utilise student worksheets will obtain maximum learning outcomes. Handling environmental issues such as waste, air pollution, and health problems in the community can be studied through direct experience in the surrounding environment using a specific student worksheet.

Other research results show that the available student worksheet at school is rather monotonous and uninteresting. It has no illustrations to maximize student interest (Wardani et al., 2016). Elementary school students liked very much on attractive and striking images. Hence, in this research, the researchers designed student worksheets that attract students' attention. The novelty featured in this student worksheet is the comic illustrations set in the Lombok Sasak ethnicity culture. The comic displays are close to the students' customs and culture. That is the Sasak ethnicity, such as the wardrobe appearance, the location of the traditional house background, and the conversation context related to the customary rules of the

Sasak ethnicity. Based on this novelty of the developed student worksheet, it is hoped that students will be interested and think critically about the conditions in the surrounding environment. Comic illustrations might be just right because students like comic storybooks rather than textbooks (Kurniawarsih & Rusmana, 2020).

So far, student worksheets only came from publishers, and teachers only received them to be applied in class. Although, the student worksheet does not necessarily correspond to the student's actual circumstances. The description of environmental pollution displayed in a book or student worksheet does not always occur in all places in Indonesia. The country has diverse and rich cultural and customary backgrounds inherent in people's lives. So, the presence of illustrative material with a local cultural background will help increase students' interest and understanding of the material being studied. In the Sasak ethnicity, there are customary regulations made by community leaders, religious leaders, and the people called *Azwik-Azwik* (Rahmatih et al., 2020). *Azwik-awik* is made to bind everyone in a specific area to implement the rules that have been agreed upon.

Student worksheets are needed in science learning because science requires a process of investigation, discovery, and scientific proof as scientists find theories or concepts. Student worksheets will help students in certain activities. Therefore, student worksheets must attract the attention of students and follow the level of student growth. Elementary school students like comic pictures, so researchers think it is very necessary to examine the significance of the effect of the designed student worksheets.

In several other studies, the element of custom and culture was also inserted into the learning process. An example is the *tri hita karana* concept in Bali ethnicity (Dikta et al., 2022; Ketut et al., 2022; Pikapратиwi et al., 2022). The study developed a Balinese culture-based student worksheet to improve students' learning interests and bring science closer to students' lives. Student worksheets must contextualize students' lives to make the learning activities relevant to real life (Arifibillah et al., 2022; Hakim et al., 2020). There is also Batak culture comic-based media and media to strengthen the Pancasila student profile (Guntur et al., 2022; Khairani, 2022; Ngazizah & Laititia, 2022).

Based on the above background, this study aims to develop student worksheets with comic characters from the Sasak tribe and their impact on students' critical thinking skills. Developing a student worksheet is crucial to be carried out so that science teachers can direct a learning process that is contextual to students' lives. Environmental problems and the impacts they cause are common problems students encounter in everyday life, so students' minds will be directly connected to the problems of garbage, floods, forest destruction, and air pollution experienced in their environment.

METHODS

This study is a research and development using the 4D model. It comprises four stages: define, design, develop, and disseminate (Cahyani & Eska, 2021). This developmental research aims to create a student worksheet with comic characters

of the Sasak ethnicity and cultural background at Sesela 2 public elementary school, Lombok Barat, Nusa Tenggara Barat Province.

The trial of the student worksheet prototype was carried out using a quasi-experimental one-group pretest-posttest design method. Based on the experiment design, the researchers must gather data on students' critical thinking skills before and after applying student worksheets using the Sasak ethnicity cultural comic background.

The research subjects were fourth graders at State Elementary School 2 Sesela West Lombok. It comprised 26 students: 16 males and 10 females. The students will learn using the student worksheet of the Sasak cultural comic and measure its impact on their critical thinking skill ability. Measurement of students' critical thinking skills was measured before and after being given treatment to determine the effect significance of using student worksheets before and after treatment.

Data collection techniques are carried out through tests. Tests were given to students before and after treatment to determine the effect of student worksheets on students' critical thinking skills. Tests were developed and validated by science learning experts and assessment experts.

Table 1. Test indicators for students' critical thinking skills

Component	Indicator
Elementary clarification	Analyzing arguments, asking and answering questions that have challenges
The Basis for the Decision	Assess the accuracy of the source and determine the method of observation
Inference	Make decisions and assess the results
Advances Clarification	Identify terms and assess definitions
Supposition and Integration	Define follow-up actions

The questionnaire was used to validate the students' worksheet, material validation, and student responses on the worksheet. The student worksheet was validated by learning experts, material experts, and language experts.

Data analysis was carried out in two sections, (1) analysis of the validation result from the media experts, material experts, and language experts, and (2) analysis of student worksheet trial results at school. The analysis of the expert's validation result uses the following formula. The criteria for accepting the validation results of the developed student worksheet use the Aiken V index. Aiken V's minimum score of 0.85 can be considered valid (Purwanto, 2018). Analysis trial results of the student worksheet at schools use the t-test to test the research hypothesis. The study conducted the analysis using SPSS software with the provision: that the output value of 2-tailed is $0.00 < 0.05$, meaning there is a significant difference in critical thinking skills between before and after using the Sasak ethnicity comic character-based student worksheets.

RESULT AND DISCUSSION

Result

1. Product Development

The product resulting from the development consists of the following components (a) Cover, consisting of student worksheet titles, student identity, and school identity, with background pictures reflecting the living environment, (b) Preface, (c) table of contents, (d) competencies and indicators expected to be achieved, (e) instructions for using student worksheets, (f) Learning activities, consisting of identifying environmental problems, collecting data, writing the results, concluding, (g) enrichment assignments, and (h) posttest. A brief design of the Sasak ethnicity comic character-based student worksheets is presented in the following figure.



Figure 1. Display of the Sasak ethnicity comic character-based student worksheets

Experts have assessed the initial draft of the Sasak ethnicity comic character-based student worksheet to obtain input and suggestions to improve the initial design of the worksheet. The suggestions made by media experts were to change the background colour to make it more attractive, enlarge the font size and type, and image layout. Suggestions from linguists were sentence improvement in the comic conversation, punctuation improvement, and operational verb improvement. Material experts suggest adding comic conversation content to match the learning indicators.

2. Validation of the Sasak Ethnicity Comic Character-based Student Worksheet

The student worksheet prototype made by the researcher was then validated by the media, material experts, and linguists. The validation results with the Aiken V index are as follows.

Table 2. The results of the expert validation on student worksheets

Rater	Average Index V	Category
Media Experts	0.86	Very Good
Material Experts	0.86	Very Good
Language Experts	0.88	Very Good

Based on the minimum 0.85 Aiken V score provisions, media, material, and linguist experts declare the student worksheet very good. This value indicates that the Sasak ethnicity comic character-based student worksheet is attractive to elementary school students, has covered environmental material, and the language used is easy to understand and suitable to the age of elementary school students.

3. Field Trial Result

The field trial implemented the one-group pretest-posttest experimental design. The trial was conducted to examine the effect of the Sasak ethnicity comic character-based student worksheets on students' critical thinking skills. The test contains questions that have been validated by experts based on learning indicators. Data were analyzed using SPSS software and the descriptive statistics are shown in the following table.

Table 3. Description of the raw data field trial

Assessment	Pretest	Posttest
Mean	40.38	79.23
Median	20	85
Mode	20	100
Standard deviation	28.06	19.63
Variance	781.84	385.38
Minimum	20	35
Maximum	100	100

Data analysis to determine the effect between research variables using paired sample *t*-test. The dependent variable is students' critical thinking skills, while the independent variable is applying Sasak ethnicity comic character-based student worksheets. Before the *t*-test is carried out, the analysis prerequisite, normality, and homogeneity tests are first carried out. Based on the results of the normality test using the One-Sample *Kolmogorov-Smirnov* test, the *Asymp.* value was obtained. Sig. (2-tailed) 0,200 > probability 0.05, it can be concluded that the residual values are normally distributed. While the results of the homogeneity test using the Levene test, the sig. 0.071 > probability 0.05, which means that the data is declared homogeneous. The test results have fulfilled data normality and homogeneity requirements so that the *t*-test can be done. The testing results using SPSS software are shown in the following figure.

Table 4. The output result of the pretest and posttest t-test using SPSS software

Pair 1	Paired differences					t	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% confidence interval of the difference			
				Lower	Upper		
Pretest-posttest	-38.84	26.39	5.17	-49.50	-28.18	-7.50	0.000

The criterion for accepting the hypothesis is if the sig. (2-tailed) < 0.05, so there is a significant difference in scores between the pretest and posttest, or an effect occurred after administering treatment to students. Based on the *t*-test results using the SPSS software, as shown in the table above, the sig. (2-tailed) is 0.00, and the standard deviation is 26.39. Sig. Value (2-tailed) is 0.00 < 0.05, meaning that there is an influence on applying Sasak ethnicity comic character-based student worksheets toward students' critical thinking skills of grade IV at state elementary school 2 Sesela, West Lombok.

Discussion

This study aims to develop science learning media in the form of student worksheets based on Sasak comic characters to train and improve students' critical thinking skills on environmental material. The developed student worksheet has two distinctive advantages, specifically utilizing local culture as project material and displaying it in a comic conversation. These two advantages are the student worksheet advantages developed in this study.

In addition to the unique features of the comic images using traditional Sasak wardrobe and the examples of environmental pollution case locations in students' environments, this student worksheet also contains the Sasak ethnicity customary rules called *Awik-Awik*. The form of *Awik-Awik* related to environmental cleanliness implemented in Sesela Village, Sasak Tribe, Kabupaten Lombok Barat prohibits dumping garbage onto the river and building houses on the river banks and a prohibition on disposing of tofu factory waste into waterways. *Awik-awik* is made and agreed upon by the village head, religious leaders, community leaders, and traditional leaders through environmental meetings.

Awik-awik customary rules are inserted in comic conversations to attract students' attention. Displaying lessons in comic form attracts students' attention because they suit elementary school students' interests (Rahim et al., 2022). Based on the point of view of learning media experts when validating student worksheets, it was found that the comic images displayed attracted students' attention, and the comic storylines were similar to what happened in the student's environment. Comic media containing cultural elements can also increase students' interest in learning because they are easy to understand (Akbar et al., 2022).

Comic conversations that contain cultural elements indirectly introduce the culture and conditions of the surrounding environment. The developed Sasak ethnicity comic character-based student worksheets have effectively developed students'

critical thinking skills. The output conforms with the experimental test and the analysis results using the *t*-test, which obtained a sig. (2-tailed) of $0.00 < 0.05$, meaning that the developed student worksheet can improve students' critical thinking skills on environmental cleanliness issues. Student worksheets are one of the essential learning media to use so students can easily accept the lesson material. Learning will be more effective if the teacher can use student worksheets contextual to the surrounding environmental situations (Marshel & Ratnawulan, 2020).

This student worksheet is one of the relevant and effective media for students' environmental care attitudes. The type of student worksheet greatly determines changes in students' attitudes in the learning process (Santika et al., 2022). Other research has also shown that the use of comic images in books will attract students' learning interests (Atikah et al., 2020) and develop students' critical thinking skills (Ningrum et al., 2022). The results of this study also have a positive impact on teacher creativity and the addition of new learning resources for students. Students also get to know and love their own regional culture. Indonesia has many tribes and cultures so comic models from various regional cultures need to be developed according to their respective needs.

One way to develop student's critical thinking skills is by utilizing visual media or illustrations in unique images of the studied material. Elementary school students like comics because they are unique, and the conversation inside them is very suitable for students' cognitive abilities. The advantage of comics over other images is that it makes it easier for teachers to deliver the material in a simple conversation in comics. Students unconsciously study the concept of the learning material when they read the conversation content (Zulfiah et al., 2022). The use of comics in the learning process will have a maximum impact if it is equipped with assignment instructions and reports that students must work on (Suryani et al., 2022). In addition, the comic conversation language needs to be adapted to students' thinking abilities, and conversation is meaningful for students. Utilizing cultural aspects will increase students' sensitivity to cultural values existing in the social environment of the community. Thus, science is considered very useful and relevant to many different activities of student life, not just educational activities but aspects of culture, social life, and even science-related daily habits (Dewi & Agustika, 2022). The outcome contribution in developing this student worksheet greatly facilitates teachers in magnifying students' critical thinking skills needed in the 21st century.

CONCLUSION

Based on the result, it can be concluded that the developed Sasak ethnicity comic character-based student worksheet significantly affects elementary school students' critical thinking ability. The students like the developed student worksheet very much because it is displayed in comic images, and the conversation in the comic contains environmental issues in students' surroundings. In addition, the cultural background of the Sasak tribe in comics adds meaningfulness to the student learning process so that it is closer to students' social and cultural life.

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