

Critical thinking learning video on local wisdom issues in writing argumentative paragraph

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ABSTRACT

The presence of learning videos for achieving student learning outcomes is one of the keys to achieving appropriate learning goals and objectives. Teaching students to write argumentative paragraphs needs to be supported by learning videos to help students understand and practice learning to write paragraphs. Bringing the material closer to learning videos with local issues is an inseparable part of introducing and familiarizing students with the environment so that they become an inseparable part of the environment itself. This research aimed to develop critical thinking learning videos containing local wisdom issues in argumentative paragraph writing. The research design used is R & D (Research & Development) with the ADDIE model with stages including (1) conducting needs analysis, (2) developing video products, (3) designing and conducting formative evaluations, (4) revising products, and (5) conducting summative evaluations or product trials, that are tested on small groups so that they can still get feedback for improving the product. The results of the research show that the critical thinking learning video containing local wisdom issues in the argumentative paragraph writing that has been created fulfills the elements. It is appropriate for use in critical thinking learning containing local wisdom issues in the material of writing argumentative paragraphs based on the results of needs analysis, carrying out product trials, and validating from experts and revising the product based on the validation results.



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1. INTRODUCTION

Learning means there is a process or activity that signals anyone reaches the knowledge. Every person, including students, is categorized as learning when they are active in participating to activate their knowledge and experience by sharing with others, asking the teacher, and so on. This view is supported by Satriani et al. (2012) who said that effective learning is a learning activity that can provide a conducive atmosphere for students. Any learning that is carried out based on students' needs will have a constructive effect on students' learning outcomes. It means that the implementation of learning needs to consider the teaching materials that will be delivered using appropriate teaching media so that they can be displayed in front of students. Consequently, the learning process is carried out well. Learning activities that are truly

meaningful for students' learning outcomes are when there is media that is prepared and displayed when the learning activity takes place in such a way (Saad & Zainudin, 2022). Learning media, in other words, needs to be created, prepared, and designed in such a way as to facilitate learning activities.

There are important things that need to be understood in preparing learning media that are constructive and support students' learning achievements. Learning media already should be in line with students' lives (Abdulrahman et al., 2020; Deng et al., 2022). The learning media displayed becomes a familiar and intimate part of students' lives so that learning activities can be enjoyable for students' learning lives. Therefore, learning media also needs to be mixed in such a way. It is important to create and develop appropriate learning media in such a way as to produce learning media that touches and answers students' learning needs. Learning media in a broader context to support the implementation of learning should be well prepared and implemented to achieve learning outcomes that meet the interests of students. Thus, learning media is appropriate when considering many factors and one of them is to produce learning objectives so that they match the initial learning and learning objectives (Satriani et al., 2012).

Learning media in the form of learning videos seems to be a common thing that is often used by teachers to complete a series of learning activities to answer students' learning and educational needs (Foong et al., 2021). Learning videos make the learning process easier for students to follow the teaching and learning process (Stigler et al., 2015; Takeuchi et al., 2017). Students not only receive the material presented and explained by the teacher in front of the class but also the presence of learning videos becomes an additional menu to support the implementation of education and learning so that students feel entertained. Besides that, there are other ways of learning that can enliven students' educational and learning activities.

Learning media is included in the main learning components, apart from learning objectives, students, teaching staff, curriculum, learning materials, learning methods, and learning evaluation (Rohani & Ahmadi, 1991). It shows that the presence of media in current learning activities is very important to support the learning process and achieve learning goals. Media itself means a communication channel that becomes a bridge of information when it is related to learning as a way, tool, or process of communication from educators to students (Heinich et al., 1993; Sadiman et al., 2002).

Video is a type of learning media. Video is an image in frames where frame by frame it is projected through a projector lens mechanically so that a live image is visible on the screen. Video is a type of audio-visual media that can depict an object moving together with natural sounds or appropriate sounds. The ability of video to depict vivid images and sound gives it its own appeal (Arsyad, 2011).

When the definition of video is related to the definition of learning according to Law No. 20 of 2003 concerning the National Education System regarding the interaction process of students with educators and learning resources in a learning environment, learning videos are included in learning media in the form of live images with the aim of conveying messages and can stimulate students' thoughts, feelings, attention and will. Consequently, this can encourage the learning process in students.

It is important to create and develop learning videos so that students like watching films but also gain knowledge from watching these learning videos (Zhang & Zhang, 2021). It is important to display learning videos that are entertainment-oriented but provide education that meets students' learning needs. In language classes, both English and Indonesian, language learning videos need to be created and prepared in such a way (Chauvet et al., 2020). Students who come from the field of language studies need the presence of language learning videos as an effort to strengthen their knowledge so that they will become more interested in learning and studying languages. This is especially true of writing material that is an important factor in determining their future (Taqwiem & Luthfiyanti, 2022).

In the subject of writing argumentative paragraphs, learning videos provided with explanations and real examples contribute to the progress of learning and students' learning outcomes. In this way, they are increasingly interested in listening and following what they watch in the learning video (Garcia-Gorrostieta & López-López, 2019). The content of the learning videos also needs to be combined with local wisdom issues in the local area so that their writing skills are tied to the locality (Zhang & Zhang, 2021). What needs to be emphasized from the local wisdom-based learning video is the subject of writing argumentative paragraphs which leads to the learning outcomes of writing argumentative paragraphs which form locality-oriented writing skills.

In the writing aspect, they can write paragraphs well and correctly. Writing is part of language learning at every level of education. The essence of writing is to express something using the medium of written language (Karsana, 2002; Rivers, 1981; Syafi'ie, 1988; Tarigan, 1987). Writing ability is included in the four main aspects of language skills, namely listening, speaking, writing, and reading. This aspect still needs to be supported by two other aspects, namely linguistics and appreciation of language and literature (Hartati et al., ; Tarigan).

Writing is a complex process of discovery and allows a person to learn to manage time. Writing is a self-reflection that grows from a process. Someone who can write well is someone who has gone through

continuous practice. The sustainable practice can have positive implications for one's writing (Axelrod & Cooper, 2010).

Many people think that writing skills are a talent that is possessed from the beginning, but in reality, writing skills can be trained diligently by reading and writing consistently from an early age (Enterprise, 2011; Nursalim et al., 2020). The writing practice process occurs more often when students are at school. This is the basis that a teacher should make every effort to train students in writing. One way is by providing media that can help students master these competencies.

The concept of writing has many aspects to it, including the type of writing studied. Among these many concepts, one of them is that students should be able to write argumentative paragraphs. An argumentative text is a paragraph to influence the attitudes and opinions of other people so that the reader believes and ultimately acts according to what the writer wants (Keraf, 2010). It is important for students to master the ability to write arguments because to convince others, reasons are needed that arise from logical relationships between facts and facts or facts and ideas. When this connecting process is related to the level of learning, it is included in higher-order thinking abilities or HOTS.

In the argumentative writing genre section, they learn and are taught to write with an argumentative framework, convey views and opinions, as well as analysis and thinking based on students' rational and logical thoughts. (Yamin et al., 2023). In the critical thinking aspect, students are taught and learn to use a critical thinking framework regarding issues and realities that are taking place in their environment (Yamin, 2018). Critical thinking in this environment is the working basis for interpreting information, finding the right way to study a problem to be solved either inductively or inductively, the ability to make judgments, make decisions, and solve problems. This involves students' capacity to solve problems, formulate conclusions, calculate possibilities, and make decisions (Yamin & Purwati, 2020; Yamin et al., 2023). In learning, a critical thinking paradigm is needed to be able to read and analyze every problem that occurs openly and analytically so that students are able to interpret the problems that are emerging starting from interpreting the problem and offering solutions to the problem. In the locality aspect, they also become close and part of the environment so that students become familiar with the environment where they live, interact, and socialize. (Jones & Woods, 2013; Greinke & Lange, 2022).

Different and special settings, dialects, customs, clothing, ways of thinking, and feelings constitute a very detailed understanding of locality (Abrams, 1999). Talking about locality cannot be separated from things that relate to the social context. The word 'local' means existing in or belonging to the area where you live or the area you are talking about. This means that 'local' means something that comes from the region. The word 'local' is also understood as 'original'. Besides that, the word 'local' is a word that is always associated with culture, which means local culture. The word 'local' indicates a person's place of origin. It means that when the word local is paired with other words, it will give meaning to a region or origin, for example, local culture. The meaning is regional culture (Maltby, 1986).

Locality in this research means that any material developed and outlined in the learning video will be as closely as possible linked to the local context of people in South Kalimantan, especially Banjarmasin, Indonesia. The Banjarese culture that will be included will enrich the argumentative text material. It is expected that students can feel close and concrete when studying the various concepts presented. At the end of the learning writing process, they are able to produce original argumentative paragraph writing from the students' thoughts and views with a critical thinking framework as an effort to learn to express their ideas and thoughts in written text. Based on the various previous studies, there is a missing link in which the local issues research relating to critical thinking in writing argumentative essay signaling is seldom researched and there is no study talking about teaching writing an argumentative essay with critical thinking to local issues. Considering those, this research aimed to develop critical thinking learning videos with local issues in writing argumentative paragraphs.

2. RESEARCH METHOD

The appropriate design for this research is research and development. Research and development are understood as a process for developing and validating products. This research design is also an effective strategy for improving the quality of education. This research model is chosen because it aims to develop a product in the form of materials based on an analysis of the needs of users of the research and development model due to its accessibility and feasibility using the ADDIE model. It is adapted from Dick and Carey with stages including (1) conducting a needs analysis, (2) developing a video product, (3) designing and conducting a formative evaluation, (4) revising the product, and (5) conducting a summative evaluation or product trial (Borg et al., 2007). The initial material is obtained from the results of the questionnaire distributed to respondents. Each respondent gave their answers relating to the indicators of question about the definition of an argumentative paragraph and its function, methods, and media for teaching argumentative paragraphs, critical thinking in argumentative paragraphs, and strategy for writing argumentative paragraphs

with local issues. Their answers and points of view become material for preparing learning videos and developing them. Designing the video was conducted and the video was made. It was followed by being validated to the experts to validate this video by submitting the expert validation sheet for the learning video. The notes from the experts are used for revising the video before being tested on a limited group to improve the final product result

3. RESULTS AND ANALYSIS

3.1 Results

The outcomes achieved and obtained in this research are important points that will become material for developing critical thinking by learning video materials with local issues in writing argumentative paragraphs as follows:

Definition of argumentative paragraph and its function	Methods and Media for Teaching Argumentative Paragraphs
1) An argumentative paragraph can be interpreted as a form of writing or paragraph and in it, there are reasons, explanations, pros and cons, as well as evidence accompanied by actual, valid, and real facts accompanied by objective and logical reasons to convince the reader. Its function is to convince readers to feel sympathy and be influenced by the author's thoughts/opinions.	1) Introduce by giving examples of argumentative texts, students observe and respond, there is feedback. The teacher explains more deeply about what argumentative text is, its function, structure, and characteristics. Provide vocabulary related to argumentative texts. After that, continued with understanding argumentative texts. 2) Videos or photos about incidents that might be considered hot issues, but we also have to pay attention to the characteristics of students or their age. The use of videos and photos must also be adjusted, as does the content.
Critical Thinking in Argumentative Paragraphs	Strategy for Writing Argumentative Paragraphs with Local Issues
1) Critical thinking in argumentative paragraphs means that we are able to express a problem accompanied by strong opinions/ideas that can be proven logically based on a number of strong accountable data and facts.	1) Start by providing a problem with pictures or video media. Students explore information or facts through interviews, process the information, and express it in simple sentences, accompanied by the student's personal opinions. 2) Ensure that local issues included in argumentative paragraphs are relevant among students.

From these pointers, a learning video was made and the product was validated by the experts before being tried by a limited group to ensure validity and practicality. After having notes from the expert, it is followed with the revisions stating that the product is available to use in argumentative paragraph writing based on local issues.

3.2 Analysis

What needs to be ensured in this context is that explaining argumentative paragraphs with all their functions to students is important as an effort to build awareness of understanding among all students (Ma & Li, 2022). Instilling the concept of argumentative paragraphs in them is necessary so that students have a comprehensive view of what is called an argumentative paragraph (Marni et al., 2019). Writing, that consists of several sentences and among them there is a topic sentence and supporting sentences with a sense of argumentation naturally, needs to be presented and explained in such a way to students (Bahari et al., 2021). When this explanatory presentation is delivered through a learning video, it requires a narrative that makes students interested in following what must be done. It means that explaining argumentative paragraphs to students through learning videos should start with conveying it to all students so that they understand what has to be done.

The definition of argumentative paragraphs and their functions need to be placed as effort to build a perspective for all students. Therefore, it is important to design an argumentative paragraph to explain it so that what must be done is to form a study group. In the learning video (Jordán et al., 2021; Ilyas et al., 2023), the explanation of the definition of an argumentative paragraph must be inserted in such a way that students know an argumentative paragraph and its function. In this context, teachers play a role in conveying this

through learning videos as clearly as possible. Therefore, it is important to say that the explanation and presentation of argumentative paragraphs and their functions need to be done well and clearly so that the understanding process obtained by students becomes clear. This, thus, becomes one thing that determines the level of students' understanding and awareness of the importance of learning itself.

After the explanation of the definition of an argumentative paragraph and its function have been conveyed to students through a learning video (Korkut et al., 2015), this also helps them learn independently and not be too dependent on the teacher's presence. The teacher only facilitates through learning videos. Therefore, it is important to say that when delivering through learning videos, teachers also need to clarify what students must do so that the process of learning to write argumentative paragraphs can be carried out according to goals and interests. It means that it is important to say the teacher's ability to be able to use methods and media to teach argumentative paragraphs that answer needs and interests. By introducing it by providing examples of argumentative texts, students can observe and provide responses; there is feedback. It becomes more interesting when it is linked to contemporary and contextual issues so that there is a new energy that needs to be mobilized to strengthen the discourse or topic that must be written about. As a result, the learning process will occur in such a way for students so that they learn in their own way by following the explanatory steps explained through the learning video (Ge et al., 2022). The teacher explains more deeply about what an argumentative text is, its function, structure, and characteristics so that students have a more holistic understanding and awareness regarding this text genre.

Apart from that, the teacher also introduces and provides vocabulary related to argumentative texts so that the vocabulary presented has relevance to the elements of argumentative paragraph texts. There are stages that students must go through and undergo so that the dialogue of understanding and awareness can be carried out in such a way (Gandellini, 2018). Another step that is also important to carry out is to create a learning atmosphere in learning videos related to argumentative text assessment so that students know what must be understood and done to foster critical thinking in argumentative paragraphs. In this way, they are able to express a problem accompanied by strong opinions/ideas that can be proven logically based on a number of data and facts that also can be accounted for (Kushiro et al., 2021). The designed learning videos need to push in this direction as a serious and synergistic effort to prove that there are results obtained from critical thinking.

Presenting examples of issues related to local issues is another thing that is also worth paying attention to so that learning to write argumentative paragraphs becomes close to local life (Jiang et al., 2020). In one aspect, students are invited to learn to write correct argumentative paragraphs according to critical thinking formulas; In other aspects, they also get to know the natural surroundings and their home environment, which is a place for actualization and interaction. Therefore, it is important to say that presenting learning videos that are packaged in an interesting and challenging atmosphere with a menu of learning to follow and observe what is happening in the surrounding environment is an inseparable part of efforts to bring them closer and encourage them to process in such a way. The existence of learning videos needs to start by providing a problem that starts with an image or video. Students dig up information or facts through interviews, then process the information and express it in simple sentences which are also accompanied by the students' personal opinions. In this way, students can explore and develop critical thinking and reasoning. It is important to ensure that local issues included in argumentative paragraphs are relevant to students.

Therefore, there are several important things that need to be conveyed regarding the stages of making critical thinking learning videos with local issues for writing argumentative paragraphs (Samanhudi & Linse, 2019), including data analysis from the results of needs analysis, product development based on the results of needs analysis, carrying out product trials, and validation from experts and revising products based on validation

results. All are done in order to produce learning videos (Sari & Desnita, 2023). Data analysis according to needs analysis has been carried out based on the need to prepare the materials needed to make critical thinking learning videos with local issues in argumentative paragraph writing. Product development based on the results of the needs analysis is carried out, followed by product trials and expert validation. This process is continued with revisions related to sharpening the strengthening of local issues so that students are closer and closer to environmental issues.

4. CONCLUSION

The definition of argumentative paragraphs and their functions, methods and media for teaching argumentative paragraphs, critical thinking in argumentative paragraphs, and strategies for producing argumentative paragraph writing with local issues are four important points as materials for developing learning videos. What is found has been continued in the results of learning videos that answer students' needs. The resulting learning videos provide and support learning activities because product trials, expert

validation, and product revisions have been carried out. Because this study is limited to a learning video for junior high school students focusing on local issues, this study needs further research that is required to obtain relevant findings to enrich the new perspectives in teaching argumentative paragraphs through critical thinking skills to local wisdom issues for senior high school students when the topic of critical thinking in writing argumentative paragraph is guided to local issues.

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