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## ***Development of Instruments for Critical Thinking Skills in News Text Analysis***

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### ***Abstract***

Critical thinking skills is one of the skills that are needed in studying the text news. Considering the amount of news that appears every day in various media such as television, internet, and mass media others with various themes ranging from events that occur in society up to the information global challenges of various parts of the world. The goal of this research is to create accurate and valid news text instruments. Research and Development (R&D) using the 4D model is the methodology employed in this study. Define, Design, Develop, and Disseminate are some of the stages. The study's findings show that the news text instrument produced is practical to use. Because it is greater than 0.325 and the reliability is greater than 0.6, the empirical validation results indicate that there are 15 valid claims

***Keywords:*** *Critical Thinking Skills; Media Literacy; News Text; Instrument; 4D Model*

## **INTRODUCTION**

Learning in the twenty-first century involves more than just teaching materials; all educators must be able to apply their knowledge and abilities by thinking critically, applying their knowledge in novel situations, cooperating and communicating effectively, and making informed decisions. Students must read a lot of the materials used in Indonesian language classes. Students need to comprehend the context of what they read; reading by itself is insufficient (Harahap, Komala, & Ristanto, 2020). Students must evaluate the reading critically and use sound thinking in order to comprehend the reading's context. in order to facilitate students' comprehension of the context and enable them to relate it to other settings or resources. Not only up to Indonesian language lesson materials, this critical thinking will support other subjects such as science and social.

Critical thinking is the skill of correctly evaluating arguments. made by others and rephrasing one's arguments well. Think in a way critical means understanding an idea and

exploring it strictly, comparing it with opposing views and to what is already known about a given subject, strong flavor want to know with use strategy which different for identify information, ask questions and find answers systematically, following healthy skepticism, finding alternative solutions and own doubt about evaluation moment on a decision, then formulate opinions and be able to defend opinions rational (Zikrullah & Azhari, 2024; Journal et al., 2024; Harahap, Ristanto, & Komala, 2020).

Students' critical thinking skills can help overcome problems or challenges by considering various perspectives, understanding and arranging the facts important from the situation as well and designing solutions which appropriate (Facione, 2013). Critical thinking skills allow students can facilitate settlement implementation tasks along with the process, help make conclusions themselves and actualize knowledge in life (Sari & Prasetyo, 2021). Critical thinkers in learning activities apply policies to make thoughtful choices and solve a variety of issues in order to assess arguments and draw accurate conclusions about the information being learned (Bachtiar et al., 2024)

Critical thinking is helpful for improving one's capacity to comprehend, formulate, and make decisions as well as for removing bias. The reasons critical thinking is important are as follows: the abundance of information that can be readily found online necessitates evaluating the truth, challenging global issues such as hunger and poverty, and requiring research and development in critical thinking about a problem that causes differences in knowledge among citizens (Himawan et al., 2024). Students must be able to choose information that is correct so that there is no deception and can be anticipated so that they do not fall victim to victim hoaxes or bias.

One of the Indonesian language learning materials that really requires critical thinking skills is news text material. News text is a text that presents information about recent or upcoming events or situations that is accurate and real. This material is very broad because it is faced with various cases or events that occur in community life or events that occur throughout the world (Nayoga et al., 2021; Bigwanto et al., 2023; Preston et al., 2021; Putri, 2022). The increasingly developing technology, especially the internet, has resulted in an explosion of information, both local, national, and international information.

Being critical in comprehending news texts is one of the most important skills that schools teach their students.(Weiss et al., 2020; Rhee & Yang, 2023; Alhindi et al., 2020). Due to the rapid changes in society, students will also naturally encounter a universe that

requires critical, creative, and innovative thinking in order to be productive (Ayatin et al., 2024; Vicari & Gaspari, 2021). In order for students to catch up and keep an eye on their own thought processes when learning on their own, teachers must provide framework work that makes it easier for them to study and think (Victoriia, 2022).

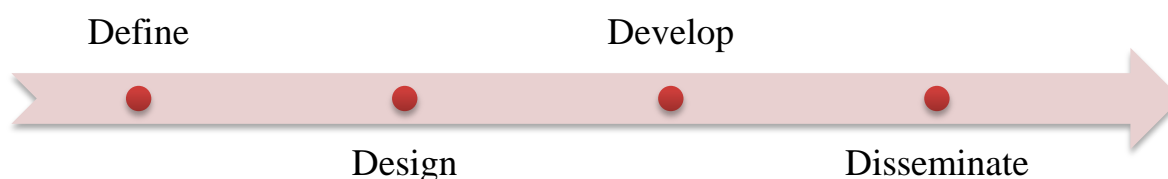
Understanding news texts critically can be developed and strengthened through the learning process, for example debate, *role-playing*, breakdown problems, study cases, simulation, presentation, experiments, research, interviews and discussions that can provide opportunities to express opinions, express his ideas in writing, push Work The same in to study and find knowledge, develop not quite enough answer, reflection self and socio-political awareness (Vicari & Gaspari, 2021; Narvala et al., 2023). So that students must be able to formulate questions and problems accurately and, evaluate pertinent data, and interpret it using abstract concepts to develop the critical thinking abilities that are expected of them. effectively, have open-minded thinking, can conclude and offer sound answers, and have strong communication skills (Elder, 2007; Abrami et al., 2015; Harahap, 2020).

Students' scores on news texts remain poor, based on observations. Because teachers have not given varied questions, teachers have not provided variation text news from various events, and questions taught are still fixated on events national. So skills think critical students are less honed. Therefore, there needs to be text development questions news that can refer to students for more critical in think, be able to analyze news, and able to develop text news. Usage variations in learning models are sometimes not deep enough to increase skills and think critically, and need to be accompanied by questions that are capable hone brain students to think more sharply.

It will be feasible to ascertain the pupils' level of competency if the teacher carries out evaluation and assessment (Handayani et al., 2024; Harahap, 2023; Down et al., 2024). One way to judge how effectively students have absorbed the teacher's lessons is through evaluation. Evaluation is the process of identifying activities to determine whether a program has been successful or not, whether it is useful, and whether it can be used to assess the degree of implementation efficiency (Kharismawati et al., 2024; Dimmick et al., 2023; Changwong et al., 2018). As a result, students' critical thinking abilities are developed through news text content. The results of assessments can be used by teachers to improve and hone their future lesson plans.

## RESEARCH METHODS

In order to build a product of student test instruments based on critical thinking skills on news text material for class VIII of SMP 1 Muara Batangtoru, the study employed research and development (R&D). This study adapts the development model of Thiagarajan, Semmel, & Semmel (1974) which is in Figure 1.



**Figure 1.** Development Model

The front-end, student, task, and concept analyses are all part of the define stage. Creating an outline, identifying the indicators to be measured, and creating an essay tool for critical thinking abilities for news text material with an evaluation rubric are all examples of the first planning or design stage. In order to ascertain the degree of viability of the instrument created in evaluating critical thinking abilities for news text content, the develop stage comprises an evaluation of the instrument by the validator and empirical validation on students. All eighth-grade students from junior high school at Muara Batangtoru made up the study's population.

Purposive sampling was used in the sample process, and up to 37 students from class VIII 2 were included. Students will respond to questions concerning their critical thinking abilities in relation to news texts, and both quantitative and qualitative data will be generated. While the average score of the student instrument's validation results provides quantitative data, the validator's recommendations regarding the format, contents, and appropriateness of the critical thinking skills instrument for news text material provide qualitative data.

## RESULTS AND DISCUSSION

The study's findings are presented as a questionnaire measuring critical thinking skills. The outcomes of each phase's development are as follows. An essay tool called Critical Thinking Skills in discussing news texts is the product of this project. The outcomes of each phase's instrument development are listed below.

### 1. Define

#### a. Front end analysis

An unstructured interview with Indonesian language instructors of eighth-grade students on their learning activities served as the basis for this analysis. Teachers frequently assign students to read news texts, whether through speed reading or another method, according to information gleaned from the interview. Additionally, teachers frequently switch up their teaching methods, particularly when it comes to reading-related models. Students are also accustomed to working on essay-style questions, albeit ones that are still classified as light. Because children still struggle with the assessment, teachers have not gotten them used to answering complex questions that require them to think more critically.

#### b. Student Analysis

Teachers' responses indicate that students' critical thinking abilities in the classroom remain low. This is demonstrated by the preliminary test results, which were in the low group (67.82), indicating that the completion criteria requirement has not been met.

#### c. Task Analysis

Based on front end analysis and student analysis, there needs to be an effort to improve critical thinking skills of news text material in students. One of them is by getting used to providing critical essay assessment instruments and instruments that cover all sub-chapters of news text material.

#### d. Content Concept Analysis

The analysis's findings are derived from basic competencies and competency criteria.

### 2. Design

#### a. Stage of creating outlines and determining indicators

Designing a critical thinking skills instrument for news text in the form of an essay requires several considerations such as fonts, use of appropriate punctuation, arrangement of words/sentences/paragraphs so as not to produce ambiguous questions or questions that are difficult to understand. The following is presented in Figure 2.

#### INTERPRETASI

1. Bacalah kutipan teks berita berikut dengan cermat:

*"Hujan deras yang mengguyur wilayah Jakarta sejak kemarin malam menyebabkan banjir di beberapa titik. Di wilayah Kemang, air setinggi 1,5 meter membuat warga harus dievakuasi. Petugas BPBD menyebutkan, banjir ini disebabkan oleh tingginya intensitas hujan serta buruknya sistem drainase di wilayah tersebut."*

Tuliskan struktur teks berita berdasarkan kutipan tersebut dan jelaskan fungsi setiap strukturnya!

2. Jelaskan mengapa teks berita harus menggunakan bahasa yang lugas dan faktual! Berikan contohnya dari teks di atas.
3. Jelaskan pengertian teks berita dan sebutkan dua ciri utamanya!
4. Berdasarkan struktur teks berita, sebutkan dan jelaskan bagian-bagian penting yang harus ada dalam teks berita!

#### ANALISIS

5. Sebutkan dan jelaskan kaidah kebahasaan yang sering digunakan dalam teks berita!
6. Baca teks berita berikut ini, kemudian tentukan unsur-unsur 5W+1H-nya!  
*"Seorang siswa SMP berhasil menciptakan alat pendeteksi banjir yang dipamerkan di pameran teknologi, Jakarta, pada Sabtu (12/12). Penemuan ini mendapat apresiasi dari para pakar."*
7. Tuliskan kembali teks berita yang baik berdasarkan informasi berikut!

Peristiwa	: Kebakaran.
Lokasi	: Pasar Tradisional.
Waktu	: Minggu, 10 Desember.
Penyebab	: Konsleting listrik.
Korban	: Tidak ada korban jiwa.

8. Apa perbedaan antara teks berita dengan teks opini?

### Figure 2. Critical Thinking Skills Instrument Design

The outline in Figure 2 consists of critical thinking skills indicators, questions, and answer keys. The questions used in this study in the form of test question *Critical thinking skills* developed by Fascione (2015) that is interpretation, analysis, evaluation, inference, explanation and self-regulation.

#### a. Development of critical thinking skills instruments

The determined indicators are then grouped based on the aspects in Table 1.

**Table 1.** Critical Thinking Skills

Skills	Description	Sub Skills
Interpretation	Understanding and expressing the meaning of the various meanings types of experience and data	a. Grouping meaning b. Equalize meaning
Analysis	Recognizing the relationship between statement, reason, information, or choice.	a. Recognize opinion b. Recognize reason and statement
Conclusion	Ability to identify and choose the elements needed to form a conclusion reasonable	a. Answering hypothesis b. Drawing conclusions
Evaluation	Assess statements about experience, evaluation, And perception.	a. Assess the statement b. Assessing the quality opinions
Explanation	Ability to justify a reason based on concepts and presentation skills reason in the form of argumentation.	a. State results b. Serve opinion-opinion
Self Regulation	A person's awareness monitors process his cognition, and apply skills.	a. Monitoring self b. Repair self

(Facione, 2013)

**Table 1.** Instrument Grid critical thinking skills

Indicator	Question Number	Amount
Interpretation	1, 2, 13, 19*	4
Analysis	3*, 4, 14, 20	4
Conclusion	5*, 6, 15	3
Evaluation	7, 16, 18	3
Explanation	9,10,17*	3
Self-Regulation	8*,11, 12	3
Amount		20

Note: \*No Valid

### 3. Develop

#### a. Expert Score

*Expert Judgment* is requested for give input about critical thinking skills instrument. Results from review experts are used as useful input for the improvement of *the* instrument developed. Experts involved in this development research are 2 Indonesian language education Master lecturers who are experts in their fields, namely critical thinking skills and news text material, namely in Table 4. Based on input from instrument experts, the instrument will then be revised.

**Table 4.** Expert validator scores for critical thinking skills on news text material

Component	Type of Questions	Validators	Eligibility Percentage	Total Average	Conclusion
Critical thinking skills	Essay	Validator I	85.35	86.74	Worthy
		Validator II	88.12		

Based on Table 3, it can be concluded that the developed instrument is appropriate or feasible to measure critical thinking skills in news text material because it reaches an average of 86.74. Therefore, empirical validation can be carried out.

#### b. Empirical Validation and Reliability Results

Because  $R_{table}$  is 0.325, Tables 1 and 2 demonstrate that there are 15 questions in the critical thinking skills set that satisfy the legitimate requirements. With the criteria of the questions being reliable, the instrument reliability results are 0.855. This demonstrates the instrument's strong reliability, which implies that its consistency will comparatively produce the same results when used wherever and at any time.

Table 2. Results of calculating the validity of the trial test questions

Criteria Validity of Questions	Question Number	Amount
Valid	2, 4, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 18, 20	15
Invalid	5, 8, 17, 19	5

## RESULTS AND DISCUSSION

### Critical Thinking Skills Instrument

1. Read the following news text excerpt carefully:

*"Heavy rain that has poured over the Jakarta area since last night has caused flooding in several areas. In the Kemang area, water levels as high as 1.5 meters have forced residents to be evacuated. BPBD officers said the flood was caused by the high intensity of rain and the poor drainage system in the area. "*

Write the structure of the news text based on the quote and explain the function of each structure!

2. Explain why news texts must use straightforward and factual language! Give examples from the text above.
3. Based on the structure of the news text, mention and explain the important parts that must be included in the news text!



4. Read the following news text, then determine the elements of 5W+1H!

*"A junior high school student succeeded in creating a flood detector that was exhibited at a technology exhibition in Jakarta on Saturday (12/12). This discovery received appreciation from experts."*

5. Rewrite a good news text based on the following information!

Event : Fire.  
Location : Traditional Market.  
Time : Sunday, December 10.  
Cause : Electrical short circuit.  
Casualties : There were no fatalities.

6. Mention the steps for writing good and correct news text!

7. Analyze the structure of the following news text! Identify the orientation, event, and reorientation sections. Explain your reasons!

**News text:**

*"Major floods hit Jakarta on Monday morning due to heavy rain that has been ongoing since Sunday night. As many as 12 sub-districts were submerged in water with a height of up to 2 meters. So far, the SAR team has evacuated around 3,000 residents. The government has appealed to residents to remain vigilant and immediately seek safe places if conditions worsen."*

8. Make a summary of the following news text in just one sentence.

News text:

*"A 6.5 SR earthquake rocked the Lombok region on Tuesday morning, causing severe damage to hundreds of homes and killing 20 people. The local government immediately sent assistance in the form of logistics, medical personnel, and a SAR team to help evacuate victims."*

9. Mention and explain the language rules used in the news text below!

News text:

*"As many as 5,000 residents were evacuated after a major fire hit a densely populated settlement in Medan City. The fire is thought to have originated from an electrical short circuit in one of the residents' homes."*

10. Compare the following news content with other similar news. How are they similar and different? Explain!

Text 1:

*"Mount Merapi again released hot clouds with a range of up to 5 kilometers. Residents around the slopes of the mountain were asked to evacuate immediately."*

Text2

*"The eruption of Mount Merapi occurred in the morning with hot clouds reaching a distance of 4.5 kilometers. The government has provided evacuation sites for affected residents."*

11. Read it quote text of the following news carefully:

*" Earthquake earth a magnitude of 6.8 on the Richter scale shook the Regency area South Coast, West Sumatra, on Tuesday morning day. According to the BMKG report, the center earthquake is at a depth of 10 km below the surface sea, about 35 km from off Beach South Coast. Nothing a tsunami warning was issued, but the public was advised to remain vigilant."*

Based on quote text news:

- a. Identification elements news (5W+1H) contained in quote text news!
- b. Explain the steps that must be taken in society to stay safe after the earthquake on the earth as described in text the news above!
- c. Analysis of how the style of Language This news affects the reader in understanding information. Give your opinion about the effective style of the language!

12. How accurate is the data in the following news text? Evaluate it based on the content and facts.

News text:

*"Heavy rain for 48 hours caused damage to 200 houses in Surabaya. However, according to government data, the number of houses affected was only 150."*

13. Change the following live news to indirect news!

Live news:

*"The BMKG chief stated that heavy rain will continue for the next three days, especially in the Jabodetabek area. Residents are advised to remain vigilant."*

14. What is the difference between fact and opinion in news text? Give an example from the following text!

News text:

"An earthquake with a magnitude of 5.8 occurred in the Maluku region in the early hours of the morning. Many residents panicked because the tremors were felt as far away as Ambon."

15. Read the following news text excerpt carefully!

*"Flash floods hit the Sukamaju Village area, Garut Regency, on Sunday night, December 10, 2023. As a result, hundreds of residents were forced to evacuate to safer places. In addition, several infrastructures, such as village roads and bridges, were badly damaged by the strong currents. The local government has sent emergency aid in the form of food, medicine, and refugee tents for the victims."*

Analyze the text of the news above based on news elements (5W+1H). Explain each element in a way detailed with logical arguments!

Here are the answers for the highest scores

1. Orientation news (Lead)

The sentence "Heavy rain that has been pouring down on the Jakarta area since yesterday evening caused floods at some point."

Function: Give a general description of reported events.

Event (Body)

The sentence "In the Kemang area, the water is as high as 1.5 meters make residents must be evacuated."

Function: Explain details more incidents specific

Source news (Closing)

The sentence "BPBD officers said that this flood was caused by high water levels intensity Rain as well as the bad system drainage in the area".

Function: Convey source or confirmation incident.

2. News text must use straightforward and factual language because it aims to convey clear and reliable information to readers. For example, in the text above, direct sentences such as "BPBD officers said show factual data.

3. Orientation news: The opening section provides a general description of reported events.

Body news: The part that explains the details of an event in a way detailed (5W+1H).

Closing news: The section containing information addition or closing from news.

4. 5W+1H

What : Detection tool flood

Who : A junior high school student

Where : Exhibition technology, Jakarta.

When : Saturday, December 12.

Why : To detect flood

How : Through exhibition technology

5. On Sunday, December 10, a fire happens in traditional markets as consequence of a short-circuit electricity. Although a number of stalls finished burned, this incident did not cause any fatalities.

6. Steps write text news:

1. Determine the Topic or events that will happen reported.
2. Collecting data or information (interviews, observations).
3. Building the framework news based on structure text news (Orientation, body, conclusion).
4. Write news using clear, concise, and appropriate language linguistics.
5. Double-check the contents news to make sure its true and complete.

7. Orientation: "Major floods hit Jakarta on Monday morning due to Rain the torrent that has been ongoing since Sunday night."

Event: "A total of 12 sub-districts submerged in water at a height reaching 2 meters. Until now, the SAR team has had to evacuate about 3,000 residents."

Reorientation: "Government appeals to residents to remain alert and immediately seek a safe place If conditions the more getting worse."

Explanation: Structure text news consists of orientation (an opening that explains the information basic), events (details) main events), and reorientation (closing) containing a conclusion, comment, or appeal).

8. The 6,5 SR earthquake in Lombok resulted in damage severe, 20 fatalities, and the government sent assistance for evacuation.

Explanation:

The summary is made by covering information on main issues such as what

(earthquake), where (Lombok), impact (damage and victims), and response (government). send help).

9. Use Language default: “evacuated,” “short circuit electricity”, and “settlement” are standard words.

Use time adverb: “after a major fire broke out”, giving clarity chronology.

Use sentence passive: “As many as 5,000 residents evacuated”, highlight object news.

Explanation: News text uses Language standards, clear, and passive structure to emphasize events and objects.

10. Similarities: Both of them report the eruption of Mount Merapi and its impacts on inhabitants. Difference: Text 1 emphasizes the warning for residents to evacuate immediately, while Text 2 emphasizes the provision of refugee camps.

Explanation: Differences focus show method delivery information that varies according to angle view news.

11. Answer to Question A

What : Earthquake measuring 6.8 on the Richter scale

Who : The affected area is Regency South Coast, West Sumatra.

When : Tuesday early morning day.

Where : The epicenter of the earthquake is at a depth of 10 km, about 35 km from off beach South Coast.

Why : Not stated reason earthquake directly (naturally) Because of movement plate earth).

How : No tsunami warning, but the public was advised to remain vigilant.

#### Answer to Question B

1. Damage evaluation: Check the condition building around to make sure there are no risky structures collapsed.
2. BMKG's Directions: Stay informed latest from BMKG or authorities about potential earthquake follow-up.
3. Prepare an Emergency Bag: Get ready for the bag emergency containing necessities such as water, food, and medicine.
4. Stay away from Dangerous Areas: Avoid area beaches If There is tsunami risk even though a warning has not been issued.
5. Education: Learn and practice procedure evacuation for future preparedness.

Discussion: Steps to the help public reduce the risk of injury or lost life during and after an earthquake. It is important to always be alert and get information from source officials.

#### Answer to Question C

Analysis style language: Style of language in text This news is formal, brief, and straight to the point, which is effective for conveying information. important information quickly. Phrases like “*there is no tsunami warning*” calm readers, but warning to stay alert gives awareness.

Opinion: The language style used is effective because it does not cause panic but still pushes alertness. To increase effectiveness, the text can add more suggestions specific to steps mitigation.

12. Inaccurate news Because there are data differences between the initial claim (200 houses) and with official data government (150 houses).

Explanation: Data accuracy needs to be evaluated by comparing information conveyed by sources trusted, such as official data government.

13. The head of BMKG stated that Rain heavy will be in progress for three the next day in the Jabodetabek area and appealed to citizens to be alert.

Explanation: News is not directly changed by removing sign quotes and using conjunctions like “that”

14. Fact: " Earthquake " A magnitude 5.8 earthquake occurred in the Maluku region."

Opinion: “Many citizens feel panic.”

Explanation: Facts are verifiable information the truth, while opinions are subjective.

#### 15. 5W+1H

What : Events reported are flood flash floods that hit Sukamaju Village, Garut Regency.

Who : The affected parties are residents of Sukamaju Village, while the government area act as the party helping the victim.

When : The incident takes place on Sunday evening, December 10, 2023.

Where : The event occurred in Sukamaju Village, Garut Regency.

Why : Cause flood is not mentioned in a way explicit in the text, but most likely because rainfall heavy rain.

How : The Impact is hundreds of inhabitants evacuated and some infrastructure is broken. The government gives help in emergencies to the victim.

## CONCLUSION

The critical thinking skills instrument on news text material that was created in the form of essay assessments is suitable for assessing students' critical thinking abilities, according to the study's findings. There are 15 valid and reliable instruments. Developed essay questions It is hoped that it can help teachers in directing students in mastery of news texts and most importantly is to be able to guide students to think more critically, because students will be required to answer complex news text questions from various cases, both about events in society to climate change in the world.

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