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Validity of Local Wisdom-Based Insets Learning Model to Improve Critical Thinking Skills of Senior High School Students

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ABSTRACT

Objective: This study aims to produce a valid learning tool for the local wisdom-based insets model to improve the critical thinking skills of high school students. **Method:** This research uses the Instructional Design Model (IDM) 1) needs analysis, 2) design and development of prototypes, 3) validation of socio-scientific issues, and 4) testing of socio-scientific issues prototypes. socio-scientific issues validation, 4) socio-scientific issues prototype testing, 5) socio-scientific issues evaluation, 6) socio-scientific issues revision. Validity was measured based on validation results from three expert lecturers. Data analysis was done descriptively and quantitatively. **Results:** The overall average test results of content validity with a very valid category, the overall average of construct validity with a very valid category, and the overall average validity of learning devices with a very valid category. The results showed that the insets model learning device based on local wisdom is valid for improving the critical thinking skills of high school students. **Novelty:** Students' critical thinking skills can be trained by integrating local wisdom-based insets learning model for 21st-century education.

INTRODUCTION

The 21st century has witnessed a rapid technological evolution, reshaping every facet of human life, including education. Students must be receptive to scientific and technological advancements (Alifah & Sukartono, 2023; Kalyani, 2024). Students must have life and career skills, learning and innovation skills, and information media and technology skills in 21st-century education (Shiyamsyah et al., 2024). To achieve 21st-century education, critical thinking skills are needed (Arini et al., 2023). Students' capacity for critical thought will influence how well they learn (Ramadhani et al., 2023).

The ability to reason logically through analysis is known as critical thinking ability. In general, individuals with critical thinking skills will not just accept or reject information; they will investigate, assess, and weigh all available facts before making a decision (Wulandari, 2024). Critical thinking skills are essential for innovation because they allow individuals to question assumptions, challenge existing ideas, and generate new and creative solutions to problems (Yang, 2024). Critical thinking and science process skills are two variables that can be developed in the learning process, especially science learning (Lieung et al., 2020). Science is a discovery process and a body of knowledge composed of facts, concepts, and principles since it is the methodical discovery of natural occurrences. As a result, natural science is a subject that can help students develop critical thinking abilities to resolve issues that arise in daily life (Adelia & Nasution, 2021). The introduction must relate to the recognized problems or issues and eventually lead to the research questions. The structure of the introduction may vary. This section discusses the results and conclusions of previously published studies to help explain why the current study is of scientific interest.

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