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Development of *A* Thinking Working Scaffolding Sharing Model Based on Local Wisdom For 21st Century Learning

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Desi Ratna Ayu *)
Universitas Pendidikan Indonesia,
West Java, Indonesia
E-mail: desiratnaayu05@upi.edu

Syihabudin Syihabudin
Universitas Pendidikan Indonesia,
West Java, Indonesia
E-mail: syihabudin@upi.edu

Isah Cahyani
Universitas Pendidikan Indonesia,
West Java, Indonesia
E-mail: isahcahyani@upi.edu

Khaerudin Kurniawan
Universitas Pendidikan Indonesia,
West Java, Indonesia
E-mail: khaerudinkurniawan@upi.edu

Dedi Irawan
Universitas Pendidikan Indonesia,
West Java, Indonesia
E-mail: dediirawan@upi.edu

Siti Maryam Maulida
Universitas Pendidikan Indonesia,
West Java, Indonesia
E-mail: siti.maryammaulida20@upi.edu

*) *Corresponding Author*

Abstract: The purpose of this study was to develop a Thinking Working Scaffolding Sharing Model based on local wisdom of the principles of *silih asah, silih asih, silih asuh* in learning to write commercial posters related to the Indonesian creative economy for junior high school/Islamic junior high school students. The research method used is the research and development (R&D) with the ADDIE model. The results of the study showed that students need a process of interaction and communication in learning. The validation results of the development of the Thinking Working Scaffolding Sharing model based on local wisdom have a model assessment percentage of 98.3%, media materials of 91.7%, evaluation of 96.7%, the development of this model is categorized as "Very Feasible". The results of the model trial showed a significant difference in student learning outcomes in the pre-test and post-test. The responses of teachers and students to the use of this model showed a positive response. The Thinking Working Scaffolding Sharing model based on local wisdom can facilitate the learning process by involving good interaction and communication between students and teachers, so that it can increase students' creativity and critical thinking by the objectives of 21st century learning.

***Abstrak**: Penelitian ini bertujuan untuk mengembangkan Model* Thinking Working Scaffolding Sharing *berbasis kearifan lokal prinsip silih asah, silih asih, silih asuh dalam pembelajaran menulis poster niaga terkait ekonomi kreatif Indonesia bagi siswa SMP/MTs. Metode penelitian yang digunakan dalam penelitian ini adalah* Reseach and Development *(R&D) model ADDIE. Hasil penitian menunjukkan siswa membutuhkan proses interaksi dan komunikasi dalam belajar. Hasil validasi pengembangan model* Thinking Working Scaffolding Sharing *berbasis kearifan lokal memiliki presentase penilaian model sebesar 98,3%, media dan materi sebesar 91,7%, dan evaluasi sebesar 96,7%, pengembangan model ini dikategorikan "Sangat Layak". Hasil uji coba model menunjukkan terdapat perbedaan yang signfikan pada hasil belajar siswa prates dan pascates. Respons siswa dan guru terhadap penggunaan model ini menunjukkan respons positif. Model* Thinking Working Scaffolding Sharing *berbasis kearifan lokal dapat memfasilitasi proses pembelajaran dengan melibatkan interaksi dan*

komunikasi yang baik antarsiswa dan guru, sehingga dapat meningkatkan kreativitas dan berpikir kritis siswa sesuai dengan tujuan pembelajaran abad-21.

Keywords: Model thinking working scaffolding sharing, local wisdom, 21st century learning.

INTRODUCTION

Good learning by emphasizing the process of communication and interaction can help students to develop creativity and critical thinking. Creativity is an intrapersonal activity to create new ideas or ideas(Lee et al., 2019). The learning process is directed to educate students to understand knowledge accompanied by critical thinking to solve problems(Sutiani et al., 2021). Critical thinking is a set of abilities that generate arguments, inducements, deductions, conclusions, and judgments based on accurately gathered information (D'Alessio et al., 2019). The increase in students' creativity and critical thinking is manifested in learning activities through the process of communication and interaction.

21st century learning emphasizes the process of good communication and interaction, both of these skills must be mastered by students (Todorova, 2024). Communication is the process of providing information from one party to another for a specific purpose. Communication is important for maintaining social relationships in various contexts and cultural backgrounds (Kryvenko, 2024). In addition, interaction in learning is essential to increase student involvement in expressing ideas or ideas (Badie, 2020) . Thus, communication and interaction are one of the effective ways to encourage increased creativity for students(Коробко et al., 2024).

One of the learnings that requires high creativity and critical thinking is learning to write posters(Wisanti et al., 2024). Posters are a tool to convey information in a concise, interesting, and easy-to-understand manner by the audience in a short time presented in visual form (Faulkes, 2021). Learning to write posters requires creativity to provide information in an interesting way, as well as the ability to analyze information to express effectively in the form of posters (Lutfiahtulzanah & Mayarni, 2024).

Based on the results of the preliminary study, the creativity and critical thinking power of phase D students in SMP/MTs is still said to be low (Ayu et al., 2024), as evidenced by less than 50% of student learning outcomes that can achieve the Learning Goal Completion Criteria (KKTP). The results of student needs identification show that students need learning by involving other students and teachers in order to generate ideas and develop them. Thus, students need a learning process to write posters by involving interaction and communication between students and teachers.

The solution that can be used is to learn using a model that suits the needs of students (Ngadiri & Setiawan, 2019).Type *Thinking Working Scaffolding Sharing* (TWSS) offers a solution to this problem. Type Thinking Working Scaffolding Sharing It is part of a cooperative learning model that helps students think, work, help, and share in learning activities. Model name Thinking Working Scaffolding Sharing was triggered by (Kurnia et al., 2019), his research that created a learning model Thinking Working Scaffolding Sharing for science learning.

This model has 4 syntax that live up to its name, namely (1) stage *Thinking* (thinking) to work independently, (2) stage Working (working) to communicate and present ideas in groups, (3) stages Scaffolding (assisted) i.e. the group/independent work stage assisted by a tutor or teacher, (4) the Sharing (sharing) is the stage of presenting or discussing classically (Basuki, 2022). The advantage of this model in learning is that it has structured stages, but this model has not fully emphasized cooperative

learning, such as in the thinking which emphasizes students to think independently even though at this stage it is important to provide each other with information sources of knowledge, and the stage Scaffolding which gives students the choice to cooperate or be independent even though at this stage it is very necessary to emphasize the discussion or question and answer process. Therefore, this model needs to be developed by providing a basis that focuses on the interaction and communication process in order to improve cooperative learning in this model.

The basis that is in accordance with the criteria of the needs in the model is the local wisdom of the principle *silih asah, silih asih, silih asuh*. This principle is a Sundanese philosophy related to the concept of society so that it always gets along well in its environment (Susanti & Koswara, 2019). *Silih asah* has the meaning of educating each other, *silih asih* it means to love or love each other, and *silih asuh* means providing guidance to each other. This principle was chosen as the basis for the learning model (Fakhri Alhafizh et al., 2021). Thinking Working Scaffolding Sharing because this principle can help students get used to living in harmony with good interaction and communication, as well as instill the original character of the Indonesian nation in students which will be very useful in the future.

Research related to the development of learning models has been carried out by several researchers, including: (1) Research (Kurnia et al., 2019)using models Thinking Working Scaffolding Sharing for science learning whose results show that the model is able to improve learning ability; (2) Research (Rahmah, 2020), the results of which show local wisdom The principle of *silih asah, silih asih, silih asuh* become a form of preserving local wisdom and instilling character in students to face the current of globalization; (3) research (Ayu et al., 2024), the results of which show that through high creativity students can develop and express ideas in the form of visuals (posters). Based on the latest developments, this research is focused on developing type Thinking Working Scaffolding Sharing based on local wisdom The *silih asah, silih asih, silih asuh*. The learning material chosen is to write commercial posters related to Indonesia's creative economy, the media used is Canva. Canva has a variety of features to make it easier for users to create visual and audio visual products. The novelty in this study is the use of the (Jatmiko et al., 2024). Thinking Working Scaffolding Sharing in learning humanities and models Thinking Working Scaffolding Sharing which is based on local wisdom principles *silih asah, silih asih, silih asuh*.

This research aims to develop Type Thinking Working Scaffolding Sharing based on local wisdom *The principle of prinsip silih asah, silih asih, silih asuh* in learning to write commercial posters related to Indonesia's creative economy for SMP/MTs students in accordance with 21st century learning. This research is a Reseach and Development (R&D). The model used is the ADDIE model.

METHOD

The research methods used are Reseach and Development (R&D). R&D research is a type of research that creates a product that has been tested for effectiveness (Sugiyono, 2009). The results of research and development are tested for effectiveness to ensure that the product can be a solution to the problem (Wijayanti & Sulistiyono, 2024). The research and development model used in this study is the ADDIE model. Some of the stages of the ADDIE Model include: (1) analysis; (2) design; (3) development; (4) implementation; (5) evaluation (Pribadi, 2016). The stages of the ADDIE model are used because this model is an effective and efficient model for developing learning and training (Islami et al., 2024).

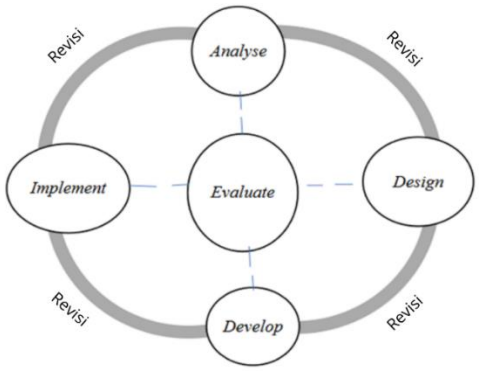


Figure 1. ADDIE Model Design

(Branch, 2009)

This research was carried out in 3 schools in Ciamis Regency, namely MTsN A, SMPN B, and MTs C. Research data sources include 3 Indonesian teachers, 75 students, and 4 expert validators who include experts in models, media, materials, and learning evaluation. Data collection uses several techniques, including interviews, observations, literature studies, and tests. The research instruments used are observation sheets, interview guidelines, student needs questionnaires, product validation sheets, student and teacher response questionnaires, as well as test question sheets and test assessment guidelines.

RESULT AND DISCUSSION

Result

This section will discuss the stages and results of the research in detail. The stages of the research are in accordance with the stages of the ADDIE model. The following is a detailed explanation of the results of the study.

Analysis

The results of the needs analysis with the interview process with Indonesian teachers, the Project Based Learning *model* is often used in the learning process of writing posters by teachers. The learning media used are books and paper or writing posters manually. The results of writing posters for students are still lacking, because they have not used more adequate media and a supportive learning process. Students experience various difficulties, especially difficulty finding and developing ideas, difficulty learning independently, and lack of motivation to learn. Third, teachers experience difficulties in teaching, namely difficulty detecting student needs in learning to write posters so that teachers have difficulty carrying out the right learning process for students, difficulty in accompanying students personally because of the large number of students, and difficulty in increasing student learning motivation in writing posters because the needs and desires of students are not detected in the learning process. Overall, a learning model is needed to create a fun learning process and achieve learning goals(Santi et al., 2023).

The observation results showed that students were less actively and creatively involved in learning activities. Students are required to learn independently, so there is a lack of interaction and communication processes between students and teachers. In line with the results of the student needs questionnaire which shows that students have a positive desire and need to learn to write posters, but experience obstacles in finding and developing ideas individually, so students need help or assistance so that the learning process becomes more directed. Students need a process of interaction and communication in learning. This process can help students to exchange ideas, both with students and teachers. This process can also help increase students' creativity in writing posters and maximize the process of critical thinking in learning to write posters. The needs of these students are supported by student learning outcomes that are less than 50% able to achieve KKTP.

Design

At this stage, the product design design is made as an initial design. Model development initial products Thinking Working Scaffolding Sharing based on local wisdom is made with the following scheme.

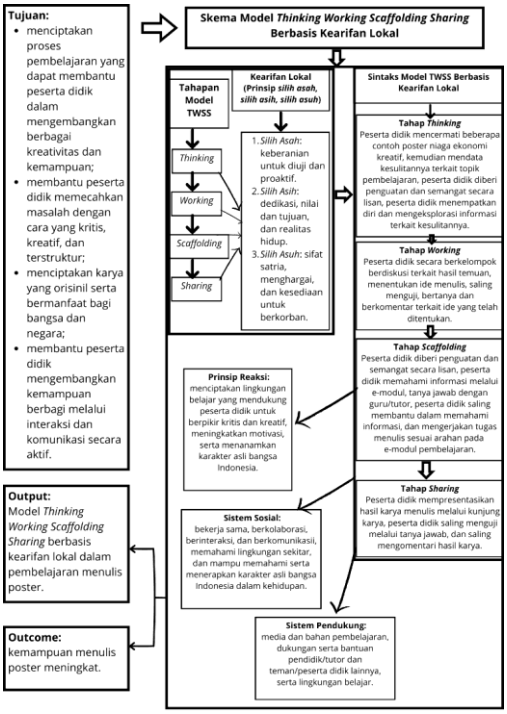


Figure 2. Initial Scheme of Product Development

In addition, here is the initial design of the product developed.

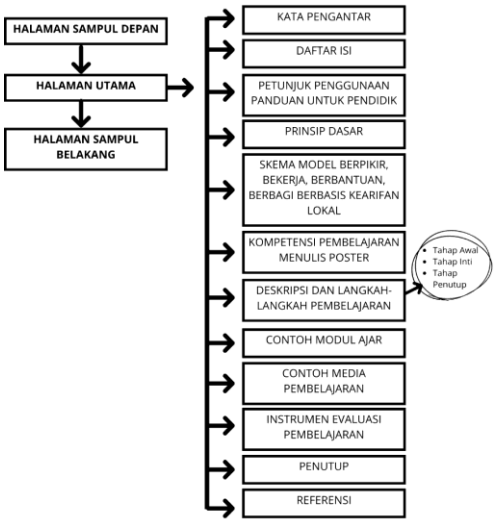


Figure 3. Initial Product Design

Based on the mapping, there are 3 main parts, namely the front cover page, the main page, and the back cover page. The front cover page contains the identity of the title and the name of the author. The main page contains several important sections, including: 1) the preamble, containing an introduction and an overview related to the content of the guidebook; 2) table of contents, containing information on all subsections in the guidebook and its pages; 3) instructions for the use of the guide for teachers, containing some information as directions or instructions for the use of model handbooks intended for teachers; 4) basic principles, containing the main theories that underlie the development of learning models, rationalization of model development, and material components that are the main focus in the development of learning models; 5) a model scheme of thinking, working, assisting, and sharing based on local wisdom, containing an overview of learning activities that must be carried out by teachers; 6) the competence of learning to write posters, containing the objectives, elements, and indicators of learning to write posters; 7) descriptions and learning steps, containing descriptions and detailed descriptions of learning activities in accordance with the syntax of the developed model which includes the beginning, core, and end stages; 8) Examples of teaching modules, containing teaching modules as a reference for teachers that can be accessed digitally through links or barcodes that have been provided; 9) examples of learning media, containing learning modules to help the learning process that can be accessed digitally through links or barcodes that have been provided; 10) learning evaluation instruments, containing instruments to measure students' learning abilities that can be accessed digitally through links or barcodes that have been provided; 11) Conclusion, containing a description of the teacher's role, the purpose of the teacher's role, the principle of the learning model reaction, the social

system, the support system, and the instructional impact; 12) References, containing references used in the preparation of the learning model use guidebook. The back cover page section is left blank to close the pages of the manual.

Development

The third stage of this product development process is develop or development. This stage is the execution stage of the product design that has been made previously. All necessary supporting devices will be used at this stage to create the product. The following development is in accordance with the concept mapping that has been determined.

1. Front Cover Page

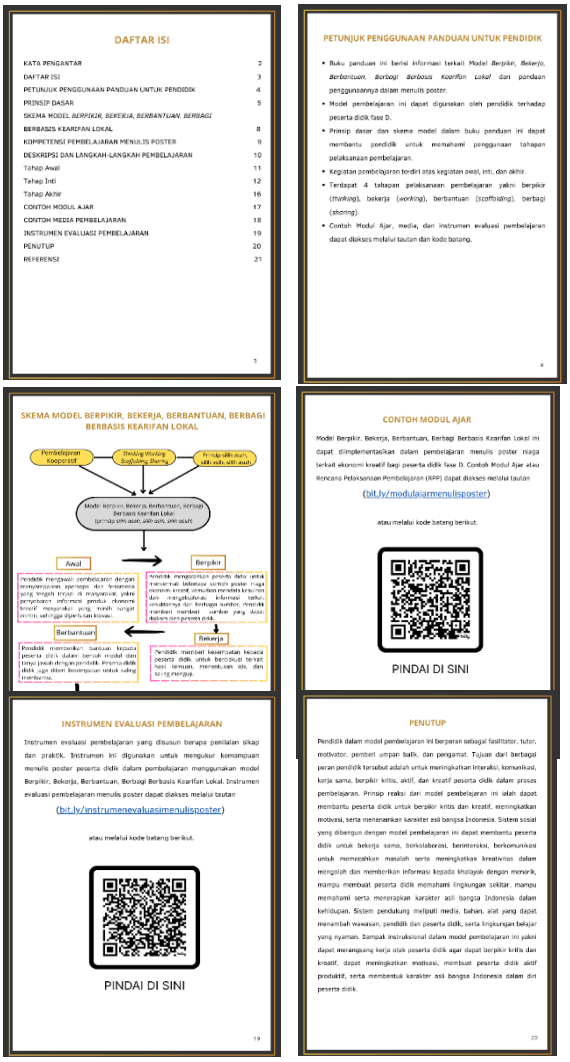
The front cover page development was created using the Canva application, here are the visuals of the front cover page development.

Figure 4. Product Front Cover Page Visual

The front cover serves as an introduction to the product identity and an introduction to the learning model guidebook developed. Through this front cover page, readers can immediately grasp the purpose and intent of the product because it contains the title, target reader/user, and the name of the compiler. The model listed in the title is a translation of the model name Thinking, Working, Scaffolding, Sharing. The colors used are black and golden yellow. The color is used to add clarity, firmness, and visual acuity, so it will attract the reader's attention.

2. Home

The main page contains several sections, namely a preface, a table of contents, instructions for using the guide for teachers, basic principles, a scheme of thinking models for assisted sharing based on local wisdom, learning competencies for writing posters, descriptions and learning steps, examples of teaching modules, examples of learning media, learning evaluation instruments, closing, and references. Here is a visual of the development results on the main page.



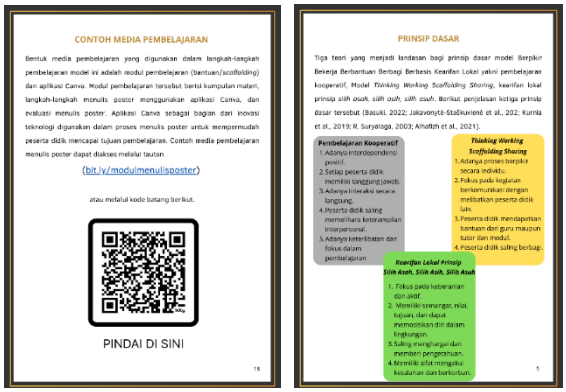


Figure 5 Visual of the Initial Product Main Page Module Development

3. Back Cover Page

The back cover page is used to complete the product components. This backyard is made blank to give an elegant impression and not too much writing, so that readers will be more interested. The following is a visual of the back cover page of the product development results.

Figure 6. Visual Back Cover Page of Initial Product Development Module

The colors used on this back cover page are black and golden yellow. The color is used to match the front cover page. On this page, both colors will give an elegant impression without much writing.

The product can be accessed in its entirety via a link https://anyflip.com/ynkoj/wsxg/ or via the following barcode.

Expert Validation Results

At this stage, the instrument is tested by conducting a validity test, and making revisions according to the input of expert validators. Expert review is used in this study by involving expert validation to validate the model developed. Then input from experts will be used as a reference to improve product quality so that it is ready for field testing.

Testing is carried out on modules, media and materials, as well as evaluation. Expert validators consist of 3 people, namely lecturers, practitioner teachers who are experts in Indonesian language learning, and IT experts who have specialists in the field of software. The experts are selected according to the characteristics that have been determined. The following is a recapitulation of the results of the product assessment.

Table 1. Recapitulation of Product Validation Results

Instruments	Value	Percentage
Model	4,91	98,3%
Media and Materials	4,58	91,7%
Evaluation	4,8	96,7%

Based on the three product assessments, the percentage for the model is 98.3%, media and materials are 91.7%, and evaluation is 96.7%, meaning that the three components in the development of this model are categorized as "Very Feasible". Thus, the product is worth trying. Product trials are carried out with extensive tests and limited tests.

Implementation

The next stage of development research using the ADDIE model is the implementation stage. At this stage, after the product is validated and improved, it will be tested on students to assess the success of the Thinking Working Scaffolding Sharing model based on local wisdom. This trial was carried out to prove that this model is able to improve students' skills in writing posters. The trial was carried out in 3 schools, namely MTsN A with 25 students, SMP B with 25 students, and MTs C with 25 students. The total number of students involved in this trial is 75 students. Here's a comparison of pretes and post-test poster writing.

Table 2. Comparison of Prates and Posttest Poster Writing

No.	Category	Prates	Post-test
1.	Excellent	0%	15%
2.	Good	8%	49%
3.	Enough	69%	33%
4.	Less	16%	3%
5.	Very Less	7%	0%

The comparison of pretes (before) and post-test (after) can be seen that after using the Thinking Working Scaffolding Sharing model based on local wisdom, students have experienced significant changes. There is an increase, in the "Very Good" category which was originally 0% after using *the* Thinking Working Scaffolding Sharing model based on local wisdom increased to 15%. In the "Good" category, the prates score was only 8%, after using Thinking Working Scaffolding Sharing based on local wisdom it rose to 49%. In the "Adequate" category, the prates reached 69%, after using Thinking Working Scaffolding Sharing based on local wisdom, it dropped to 33%. In the "Less" category, it was originally 15%, after using Thinking Working Scaffolding Sharing based on local wisdom, it dropped to 3%. In the "Very Lacking" aspect, originally 7%, after using Thinking Working Scaffolding Sharing based on local wisdom, it became 0% in the "Very Lacking" category. Thus, the changes that occur in student learning outcomes in poster writing reflect that this model can help students improve their poster writing skills. In addition, based on the results of class observations, students tend to be more active, happy to discuss or exchange ideas, and enthusiastic about doing assignments. Therefore, the steps in this model are able to help students to be more active, interactive, communicative, and motivate students.

Evaluation

This stage is the final stage of model development. Evaluation is used after going through each stage of development. The results of the evaluation are applied in the product to create a better and maximum product. After completing all stages of development, the product evaluation was strengthened by the responses of students and teachers after using *the* Thinking Working Scaffolding Sharing model based on local wisdom. The following is a recapitulation of the responses of students and teachers.

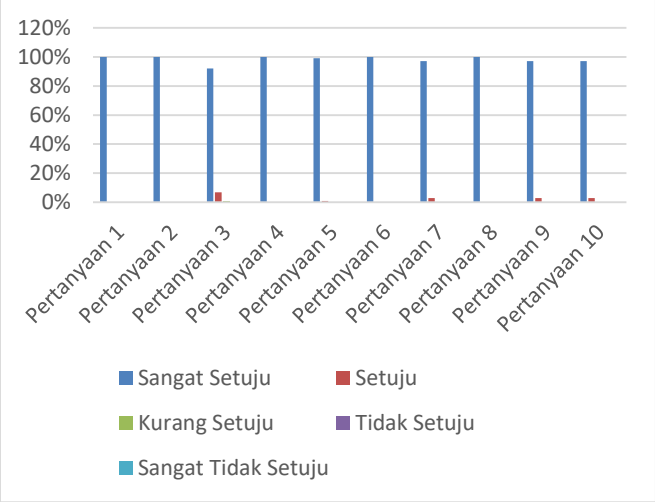


Figure 7. Recapitulation of Student Responses

Based on the recapitulation of student responses, students have an interest in and feel the benefits of the poster writing learning

process using this model, shown by the percentage of positive responses (strongly agree and agree) of students with the percentage of the majority of questions being above 50%. Thus, this model provides benefits in the process and learning outcomes of poster writing for students.

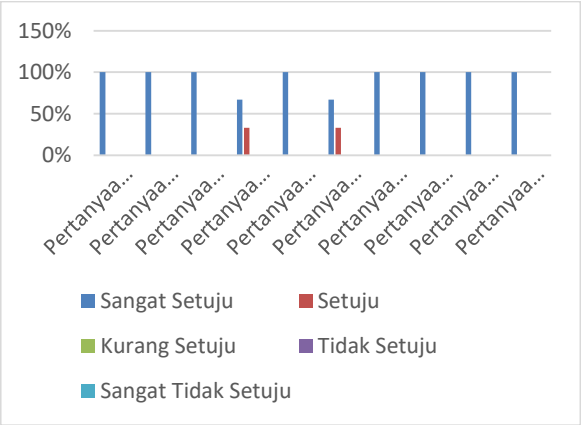


Figure 8. Recapitulation of Teacher Responses

Overall, the teachers gave a positive response to the use of the Thinking Working Scaffolding Sharing model based on local wisdom. Teachers see that this model is able to increase students' creativity and is able to improve students' ability to interact and communicate which can help students' learning success. Teachers also consider that this model is very effective in learning to write posters and other similar learning. This response is the foundation for the sustainability and increased effectiveness of this model.

Discussion

Based on the results of the research, Thinking Working Scaffolding Sharing based on the principle of *silih asah, silih asih, silih asuh* is effectively used for learning to write commercial posters related to Indonesia's creative economy for SMP/MTs. This means that this model can help the process of student interaction and communication in learning, so that it can increase students' creativity and critical thinking. Creativity is related to 4 measurable dimensions, namely, the act of creating, the results of the creative process, individual characteristics, and the social environment (Thornhill-Miller et al., 2023). In addition, critical thinking skills emphasize the level of creating that is able to be a means of solving problems (Duwi Saputro et al., 2021). Communication is said to be effective if it provides feedback from the recipient of the message (Taufik & Bumi, 2020). Communication is the process of implementing messages through a system of signs that facilitate the exchange of information (Hysenaj & Mujaj, 2024), and interaction refers to reciprocal actions or relationships that influence each other (Frozzini, 2021). In the world of education, interaction is essential (Yasril & Marwan, 2024). Therefore, through good communication and interaction can trigger better student learning outcomes (Sari & Sutarto, 2024). This increase in creativity and critical thinking through communication and interaction is the embodiment of 21st century learning (Kurniawan & Indrawati, 2024).

Type Thinking Working Scaffolding Sharing successfully facilitating the learning process that involves good interaction and communication between students and teachers. The learning theories used in this model are congnitive contructivist. Constructivism believes that the basis of learning is discovery (Ilhami, 2022). Local wisdom that perfects this model can instill the original character of the Indonesian nation in students. In line with the opinion (Taujiya Huzaeema et al., 2024), this local wisdom is very important and reflected in people's behavior and social interactions. In this study, the principle of *silih asah, silih asih, silih asuh* focused on *silih asah* (the courage to be tested and be proactive), *silih asih* (dedication, values and goals, and the realities of life), *silih asuh* (knightly nature, respect, and willingness to sacrifice) (Suryalaga, 2003). Through posters, students

can disseminate information related to the potential of Indonesia's creative economy in a wider scope, so that it can help improve the people's economy.

CONCLUCION

Model development validation results Thinking Working Scaffolding Sharing Based principle *silih asah, silih asih, silih asuh* categorized as "Very Feasible" with the percentage for the model is 98.3%, media and materials are 91.7%, and evaluation is 96.7%. The results of the model trial showed that there was a significant difference in the learning outcomes of prerates and posttest students. Teachers' and students' responses to the use of the model Thinking Working Scaffolding Sharing Based Local wisdom showed a positive response. Thus, the Model Thinking Working Scaffolding Sharing Based Local wisdom can facilitate the learning process by It involves good interaction and communication between students and teachers, thereby increasing students' creativity and critical thinking in accordance with the learning goals of the 21st century.

Sustainability of development type Thinking Working Scaffolding Sharing Based local wisdom needs to be tested in other Indonesian language learning. Field trials are expected to reach a wider range in various regions. The use of learning models can be adjusted to the times and is expected to be more innovative. In addition, the impact of the development of this model is expected to help students face various challenges of the times in the future.

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