

Enrichment Book of Writing Negotiation Texts Containing Pancasila Student Profiles Elements Critical Reasoning for High School Students

Puspita Setyaningrum^{1✉}, Subyantoro Subyantoro², Wagiran Wagiran²

¹SMA Negeri 2 Tegal, Indonesia

²Universitas Negeri Semarang, Indonesia

Article Info

History Articles
Received:
22 February 2024
Accepted:
25 March 2024
Published:
30 April 2024

Keywords:
Enrichment books,
negotiation texts,
critical reasoning

Abstract

The negotiation writing books that are circulating do not fully support writing and critical reasoning skills. This research aims to outline the needs of book development, develop enrichment book profiles, describe expert assessments, and test the effectiveness of books in a limited way. The content of the Pancasila student profile, the element of critical reasoning, is integrated into the text contained in the enrichment book. This content is used to improve students' competence in writing negotiation texts and critical reasoning. This research is a Research and Development (RnD) research with 6 steps, namely (1) potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, and (6) product testing. The results of the study show that students and educators need enrichment books to write negotiation texts containing profiles of Pancasila students, and elements of critical reasoning. The validation test showed a very good category with an average gain of 98.2. The results of the effectiveness test showed that the enrichment book was proven to be effective in learning to write negotiation texts, as evidenced by the increase in pretest and posttest scores with the results of the t-test sig (2-tailed) $0.01 < 0.05$.

✉ Correspondence address:
Kampus Sekaran FBS UNNES
E-mail: puspitasetyaningrum@students.unnes.ac.id

INTRODUCTION

Enrichment books are one of the teaching materials that can support the learning process so they have an important role in learning success. Enrichment books are companion books to textbooks to support learning activities (Andriyani, Subyantoro, and Mahardika, 2018). Rofiqoh and Subyantoro (2020) also explained that enrichment books can improve students' skills in the learning process. The scope of enrichment books is wide and has certain information that readers need (Tasrifah, Subyantoro, and Haryadi, 2022). Enrichment books must also be by the content of essential materials and competencies of children's development levels and curriculum demands. The existence of decent and quality books can make students become creative, critical, and skilled thinkers (Mizbani and Chalak, 2017).

Based on the results of the review of four books circulating regarding negotiation texts, namely (1) the book "Indonesian Learning Enrichment Series: Discussion, Negotiation, and Lecture" written by Apriyanto Dwi Santoso in 2019, (2) "Negotiation Text" written by Debby and Mellisa in 2020, (3) "Negotiation Text Series" written by Muhammad Ivan Fahrurrizal, et al. in 2021, (4) "Competent Indonesian Language for SMA/MA Class X" by Mafrukhi, et al., and reviewed by Sri Supadmi in 2022, it can be concluded that the material and presentation of the content of the book have not fully supported the skill of writing negotiation texts. This means that there are still weaknesses in the enrichment books that are circulating, namely in the existence of material that does not train students to improve their writing skills, especially in negotiation text writing skills, and does not stimulate students to think critically in finding solutions to problems. For this reason, it is necessary to have an enrichment book that can help students improve their skills in writing negotiation texts and critical reasoning and be able to appreciate diversity according to Indonesian learning achievements that are integrated with the Pancasila student profile.

The Pancasila student profile is a national education ideal, namely the government's effort to realize students who are competent and behave according to Pancasila values. Emphasizing this, Irawati, et al, (2022) explained that the Pancasila student profile is a formulation of the ideals of national education goals as an effort to shape the nation's character. Students should have the attitude to continue learning throughout their lives, be competent, and have the character of Pancasila (Ratrisari and Wagiran, 2024). Learning process activities by integrating Pancasila student profiles are expected to increase the capacity of students to survive in the 4.0 era. Therefore, the role of teachers must be optimal in meeting the needs of students (Fitriani, et al., 2022).

One of the elements contained in the Pancasila student profile is critical reasoning. Critical reasoning is the ability to respond to information received (Hartati, et al., 2022). Critical reasoning is an important ability for students in the 21st century. Zandvakili, et al., (2019) explained that critical reasoning is an important life skill to improve achievement and deepen cross-disciplinary understanding. This critical reasoning ability can be used to process ideas and assess information based on knowledge, thoughts, and experience so that they can conclude and make decisions logically. Critical reasoning can help a person to solve problems, make decisions, and achieve goals. The same opinion was conveyed by Dores, et al, (2020) that critical reasoning skills are very important to have because they can be used in problem-solving and making the right decisions.

This critical reasoning ability can be improved through language learning activities. Lutfiyanti, Subyantoro, and Haryadi (2022) revealed that critical reasoning skills need to be integrated into the learning process to improve students' competencies and abilities. The rationalization of high school Indonesian subjects in the independent curriculum is used to form receptive and productive language skills. This ability is essential to be used for lifelong work and learning. Emphasizing this, Amir, et al, (2022) revealed that learning Indonesian supports a

person's literacy competencies and is an important part of human life. One of the Indonesian learning materials that can be used to shape students to achieve the character of the Pancasila student profile is to write negotiation texts. Negotiation is an interaction that occurs between two or more people to produce an agreement (Nursolihah, 2020). Through negotiation, a problem will be easy to solve.

The process of critical reasoning combined with writing learning can be implemented in four steps, namely organizing, analyzing, constructing, and deducing. Tosuncuoglu (2018) explains that critical reasoning involves the ability to use words in various contexts to understand language implicitly. The ability to use these words can be done by learning to write.

Referring to several notes and results of previous research, this study will be developed as an enrichment book for writing negotiation texts containing Pancasila student profiles of critical reasoning elements. In addition, in the development of this enrichment book, various supporting media such as pictures, illustrations, and tables will also be added to improve students' language skills. Thus, it is hoped that the enrichment books developed will be able to foster students' motivation and learning activities, which in the end is expected to affect their learning outcomes.

METHODOLOGY

This research used the type of Sugiyono model Research and Development which includes 10 steps, namely (1) potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product trial, (7) product revision, (8) usage trial, (9) product revision, and (10) mass production. However, this study was only carried out until the 6 steps, namely a limited-scale product trial. The data collected in this study consists of three, namely data in the form of trends in the need for enrichment books, data on product quality assessment scores, and data on product effectiveness that have been applied in learning to write negotiation texts. The data source for book

needs was taken from three research sample schools, namely SMA Negeri 2 Tegal, SMA Nusaputera Semarang, and SMA Negeri 2 Purwokerto. The source of data for the quality assessment of enrichment books is lecturers who are experts in material and linguistics. The source of the effectiveness test data is students in class X.1 of SMA Negeri 2 Tegal. The research instruments used in this study consist of two types, namely non-test instruments in the form of needs questionnaires, interviews, group discussion forums, and validation test sheets and test instruments in the form of practice tests for writing negotiation texts.

RESULTS AND DISCUSSION

The needs of students and educators for enrichment books for writing negotiation texts containing Pancasila student profiles of critical reasoning elements consist of 6 aspects, namely (1) material aspects, (2) presentation aspects, (3) design aspects, (4) graphic aspects, (5) content aspects of Pancasila student profiles critical reasoning elements and (6) student expectations aspects. The results of the needs questionnaire, structured interviews, and focus group discussions show that students and educators need enrichment books that have complete material and presentation of the content of the book and have a clear design and graphics. The material refers to the values of Pancasila, the element of critical reasoning, free from discrimination based on SARA, pornography, elements of violence, and hate speech. In addition, the material is current, follows the times, and is by the environmental context. The subject matter of the book is in the form of definition, structure, linguistic rules, stages of writing, and examples of negotiation. At the end, a summary is included in the form of important points from the material studied. The material is presented in a hierarchy from easy to difficult. The enrichment book consists of three parts, namely the beginning, content, and end. The illustration concept presented in the enrichment book is by the theme and contains the profile of Pancasila students. The desired book size is A5

and the print is clean and sharp. There are stages of critical reasoning that are contained in analyzing, evaluating, and writing negotiation texts.

Enrichment book prototypes include, 1) the book cover, 2) the beginning, 3) the body part, and 4) the final part. The cover of the book consists of the front cover of the book, the spine of the book, and the back cover of the book. The cover of the book uses a combination of ivory yellow and light purple colors. On the front cover, there is the title of the book, the author's name, and illustrations. The spine of the book contains the title and name of the author. The back cover of the book contains the title of the book, a summary of the book's contents, the logo, the name of the publisher, and the address of the publisher. In the first part of the negotiation text enrichment book containing the Pancasila student profile, the critical elements consist of a title page, a copyright page, a preface page, a user instructions page, a table of contents page, a table list page, and a picture list page. The content of the enrichment book consists of three chapters, namely (1) various examples of negotiation texts, (2) getting to know negotiation texts, (3) writing negotiation texts containing Pancasila student profiles with critical reasoning elements. The content section also begins with the chapter title of each chapter to be studied and motivational words. Each chapter consists of four subchapters, namely building concepts, guided exercises, evaluations, and assessment rubrics. At the end of the enrichment book, it is presented in the form of a glossary, bibliography, and the identity of the author.

The assessment of the enrichment book for writing negotiation texts containing Pancasila student profiles of critical reasoning elements is

based on six aspects, namely the material aspect, the presentation aspect, the design aspect, the graphic aspect, and the critical reasoning aspect. This assessment was carried out by two experts in the field of enrichment books and language materials, namely Dr. Haryadi, M.Pd, and Dr. Rahayu Pristiwati, M.Pd. The results of the validation test by enrichment book experts showed a very good score, which was an average of 98.21. The results in the material content aspect showed an average score of 98.86 with the category of very good. In the aspect of presentation, it obtained an average score of 97.22 with a very good category. In the design aspect, it obtained an average score of 96.15 with the category of very good. In the graphic aspect, it obtained an average score of 98.86 with a very good category. In the critical reasoning aspect, they obtained an average score of 100 with a very good category.

The improvements made to the enrichment book on writing negotiation texts containing Pancasila student profiles are based on the advice of two experts. Some of the suggestions given are (1) the presentation of book titles is more attractive and the front cover illustrations are adjusted to high school students, (2) the addition of writing practice materials, and (3) the addition of terms, illustrations, and strengthening of the material.

1) Improvement of Book Title Presentation

The improvement of the book title was carried out by replacing the book title and illustration images that were by the target of the book, namely high school students. The difference in the title of the book can be seen in the following image.



Before Repair

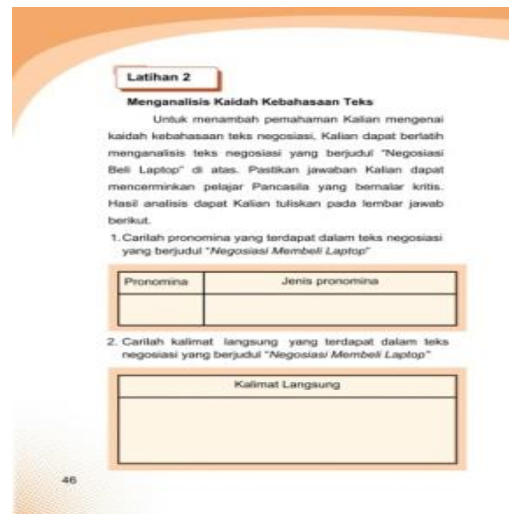


After Repair

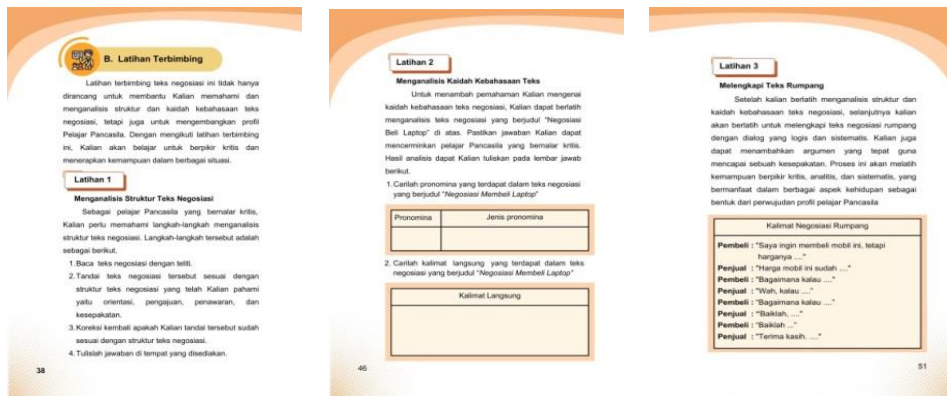
2) Addition of Writing Materials

The presentation of enrichment book material, according to expert assessors, still needs to add material about writing practice, meaning that in the writing skill enrichment book, there

must be more practice or writing practice, for it is necessary to add to the writing practice. The following addition of material is shown in the following figure.



Before the Repair



After the Repair

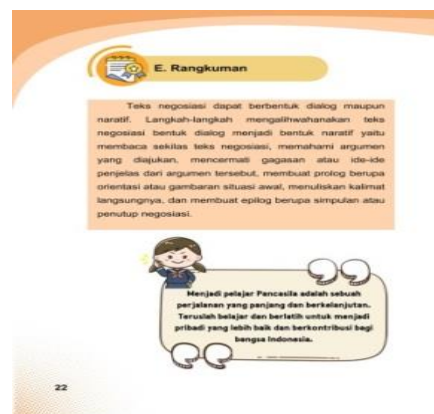
3) Addition of Terms, Illustrations and Reinforcement of Material

The presentation of terms, illustrations, and reinforcement of material according to expert assessors still needs to be added, meaning that in

the writing skill enrichment book, you must pay attention to terms and illustrations in each part. The addition of terms, illustrations, and reinforcement of material is shown in the following figure.



Before Repair



After Repair

The discussions presented were (1) the acceptance of research products, (2) product range, (3) the advantages and disadvantages of enrichment books for writing negotiation texts containing Pancasila student profile critical reasoning elements, and (4) research limitations. The acceptance of research products in the form of enrichment books for writing negotiation texts containing Pancasila student profiles of critical reasoning elements can be seen from (1) enrichment books according to the needs and characteristics of students and educators, and (2)

enrichment books can improve negotiation text writing skills. The first acceptance is an enrichment book for writing negotiation texts containing Pancasila student profiles, and elements of critical reasoning, arranged according to the needs and characteristics of students and educators. This is in line with the opinions (of Badriyah, Zulaeha, and Wagiran, 2020; Rofingah, et al., 2020; Winarni, et al, 2021) who explained that the presentation of enrichment books should be arranged according to the needs and level of development of students. Teachers

must also respond to the learning needs of students from psychological and sociological aspects (Suwartiningsih in Kurniawaty, et al., 2022). This shows that enrichment books are very important in learning (Rofiqoh and Subyantoro, 2020). Based on the results of the needs analysis, this enrichment book is compiled based on five aspects, namely the material aspect, the presentation aspect, the design aspect, the graphic aspect, and the content aspect of the Pancasila student profile critical reasoning element.

Based on this, the needs of students and educators in the material aspects, in general, include the definition, structure, linguistic rules of negotiation texts, stages of writing negotiation texts, and negotiation examples. The pre-writing stage includes the pre-writing stage, namely identifying problems, determining the theme, determining the parties involved, analyzing by providing arguments, and solving strategies, the writing stage includes activities to develop a framework by paying attention to the structure and linguistic rules of the negotiation text, the post-writing stage includes editing activities to improve grammar, spelling, sentences, or adding things that need to be added to the negotiation text.

The needs of the presentation aspect, in general, include the presentation of the material in a hierarchical manner from easy to difficult, the book section consisting of the beginning, content, and end, the introduction to the chapter contains a glimpse of the material to be discussed by relating the profile of Pancasila students to the elements of critical reasoning, the content of the chapter explains in detail the material that is the subject of each chapter, and the presentation of a summary in the form of important points of the material studied.

The needs of the design aspect, in general, include the concept of illustration on the front cover, there are dimensions of the Pancasila student profile, critical reasoning elements, comparison of illustrations/photos with text, namely 20:80, the back of the book contains the author's name and the title of the book, the back cover page contains a summary of the contents of the book, logo, publisher's name, and publisher's

address. This is in line with research (Felasifah and Subyantoro, 2021; Bustomi and Syaifudin, 2021) books accompanied by illustrations can increase students' motivation to read.

The needs of the graphic aspect, in general, include the size of the book, namely A5 (148x210 mm), the sharpness of the book print with a standard resolution of 300 dpi, the proportion of 100% of the original display size, the font used, namely arial with a letter size of 11, binding with hot glue (direct binding). In line with the opinion of Tyas, Subyantoro, and Haryadi (2022), books that have clarity in writing words, sentences, and paragraph arrangement can affect the level of readability of readers.

The need for critical reasoning aspects in general includes the presentation of examples of analytical instructions regarding various solutions that can be used, themes/topics based on daily life, instructions and examples of how to consider ideas or solutions to solve problems, and instructions for developing a negotiation text framework. This aspect is certainly in line with educational goals to improve the quality of learning. This is in line with the opinion of Syafitri, et al. (2021) that the implementation of critical reasoning in learning can build the quality of thinking so that it produces good learning that has an impact on students' daily lives.

This enrichment book for writing negotiation texts containing Pancasila student profiles, and elements of critical reasoning, is also prepared by paying attention to quality standards or requirements of enrichment books. This is in line with Permendikbudristek regulation number 25 of 2022 which explains that the quality standards of enrichment books include material standards, presentation standards, design standards, and graphic standards. These standards are applied in this enrichment book.

The acceptance of this enrichment book product for writing negotiation texts also meets the general completeness of an enrichment book. This is based on the existing theory, namely Permendikbudristek Number 22 of 2022 which explains the general completeness of enrichment books, including book anatomy and biography of the book author. The anatomy of a book at least

contains the cover of the book, the beginning, the contents, and the end of the book. These parts have been applied to the development of enrichment books for writing negotiation texts containing Pancasila student profiles, and elements of critical reasoning. In addition, the critical reasoning stages applied in this enrichment book also consider relevant theories such as (Ernawati and Rahmawati, 2022; Nursalam and Suardi, 2022; Badridduja, et al, 2022) explained that the stages of critical reasoning are identifying problems, analyzing, evaluating, and thinking about alternative problems.

Enrichment books for writing negotiation texts containing Pancasila student profiles, and critical reasoning elements, are also validated by enrichment book experts and linguistic materials. In line with Permendikbudristek number 25 of 2022 which explains that enrichment books compiled by the community need to be assessed on the substance of the book which includes material aspects and presentation and physical books which include design and graphic aspects, this enrichment book is also assessed to assess the feasibility of the book's content. The results of the assessment in the material aspect obtained an average of 98.86, the presentation aspect obtained an average of 97.22, the design aspect obtained an average of 96.15, the graphic aspect obtained an average of 98.86, and the critical reasoning aspect obtained an average of 100. Experts also provide advice that the author has adjusted in making enrichment books. Based on this assessment, of course, it can increase the acceptance and feasibility level of books to be used by students or the community.

The second acceptance, namely the enrichment book for writing negotiation texts containing Pancasila student profiles, critical reasoning elements can improve the skills of writing negotiation texts in students, this is evidenced by the results of the pretest and posttest which show different scores, namely in the results of the pretest, the average score is 63.5, while the results of the posttest show an average score of 83.9. These results show a significant difference. In addition, the t-test results showed that Sig (2-

tailed) was $0.01 < 0.05$, meaning that enrichment books had a positive impact on learning to write negotiation texts.

This enrichment book is used to improve student's skills in critical reasoning because this book applies the stages of critical reasoning in each step of writing. This is in line with the opinion of Syafitri, et al. (2021) who revealed that critical reasoning skills in students can build the quality of their thinking so that it will produce optimal learning.

Not only that, this enrichment book also trains students to be more independent in learning because the presentation of this book is also combined with exercises and evaluations so that it will trigger students to reason critically. Strakova and Cimermanova (2019) in their research also revealed that critical reasoning can foster evaluative, reflective, and reflective skills.

The development of an enrichment book for writing negotiation texts containing Pancasila student profiles This critical reasoning element has a range as one of the enrichment materials to improve students' skills to reach the achievement of national education goals, 21st-century challenges, and character strengthening by the Pancasila student profile. This is in line with the research of Mutiara, Wagiran, and Pritiwati (2022) which revealed that the Pancasila student profile is the hope of a picture of students who can implement Pancasila values in their daily lives.

In addition, the majority of negotiation text writing books only focus on theoretical aspects of knowledge, although some include skill aspects, the elaboration of the material has not been optimal to support the achievement of national education goals, namely in the Indonesian learning achievement of the writing element "writing ideas, thoughts, views, directions or written messages for various logical purposes, critical, and creative in the form of informational texts in the form of negotiation texts" in high school students. This enrichment book research was developed with the concept of material accompanied by examples and demonstrations. This can be seen in the presentation of each chapter which is presented in the order of concept introduction, guided

exercises, evaluations, and an assessment rubric is also presented to measure students' abilities. Chapter 3 presents the stages of writing negotiation texts which are also accompanied by examples of their application in writing activities such as application in the pre-writing, writing, and post-writing steps of negotiation texts.

The range of research products in this enrichment book also reaches the demands of the 21st century, namely critical thinking. In line with the opinion (of Boa, et al., 2018; Changwong, et al., 2018) This skill is used in the concept of developing human resources to improve skills and knowledge that are relevant to daily life so that it needs to be emphasized in the school curriculum. These critical reasoning skills are applied in the development of this enrichment book, for this reason, the material presented is also oriented to critical reasoning skills combined with the writing stages so that the ideals of national education can be achieved by forming the character of students who have a Pancasila student profile. As stated by Irawati, et al. (2022) that the character of the Pancasila student profile is a formulation of national education ideals.

The preparation of this enrichment book is also based on looking at the needs of students and educators regarding negotiation texts and theories that are relevant to the preparation of enrichment books and validated by experts in their fields, so that to reach future reach, especially in the field of education, is very valid.

The advantages of enrichment books in this study can be seen in terms of the content of the material, the concept of book presentation, the form of the book, and the ISBN of the book. The first advantage is seen from the content of the material, namely (1) the material does not contradict the values of Pancasila, (2) the material leads to writing skills, (3) the material is by the development of science and technology, context, and the environment, (4) there are instructions for use, tips, and tricks, (5) books are oriented to 21st-century skills and the Pancasila student profile, namely critical reasoning.

The material presented in the enrichment book does not contradict the values of Pancasila, meaning that in presenting the material

encourages respect and tolerance for all religions recognized in Indonesia, does not contain discrimination against ethnicity, religion, race, class, or gender, encourages a sense of national unity and unity, encourages deliberation for consensus, and encourages a sense of justice and social equity. This is in line with the opinion (Hidayah, et al., 2021; Susanti and Suastika, 2022; Anita, et al., 2022) that the Pancasila values contained in learning resources can be used as a solution to strengthen the character of the Pancasila student profile.

In addition, the material presented also leads to negotiation text writing skills, namely the existence of various examples of negotiation texts, introduction to negotiation texts, pre-writing stages, writing stages, and post-writing stages of negotiation texts. The up-to-date of this material is also adjusted to the development of science, technology as well as the context and environment. This is in line with the theory (Hasanudin, et al., 2019; Nursolihah, 2020; Utami, 2020; and Cahyaningrum, et al., 2020) that the presentation of material is adjusted to the development of science and technology.

Instructions for use, tips, and tricks contained in the enrichment book are presented clearly and communicatively. This is intended to make it easier for readers to use books so that readers understand what to do before reading books. In line with the theory of Purwani and Mustika (2022) that books can be understood well by students if the sentences used are clear and communicative. This enrichment book is also by the demands of the times which are oriented towards 21st century skills and the profile of Pancasila students, namely critical reasoning combined with the stages of writing negotiation texts. Fatahillah, Subyantoro, and Haryadi (2022) revealed that in developing enrichment books, they must also consider the demands of the times and have an impact on students.

The second advantage is the concept of presenting books accompanied by examples and demonstrations. In the presentation of each chapter, is presented with a sequence of concept introductions, guided exercises, and evaluations,

and an assessment rubric is also presented to measure students' abilities.

The third advantage is the shape of the book which uses an A5 size (140x210mm) so that it has a level of practicality to be used in learning or to be carried or held. The fourth advantage is that this enrichment book has an ISBN with a number. Enrichment books that already have ISBNs can facilitate the distribution of books so that they can be used more by readers. This is in line with the opinion of Fahyuni, et al. (2020) that books with ISBNs can benefit publishers because their books can be widely spread on a national and international scale.

The weakness of this enrichment book is that it does not accommodate all skills according to the demands of the 21st century and all characters in the Pancasila student profile. The focus of the skills contained in this book is only on critical reasoning skills.

Research on the development of enrichment books for writing negotiation texts containing Pancasila student profiles, and critical reasoning elements have limitations in their implementation, namely limitations in product testing and research instruments. The following is an explanation of the limitations of the research.

Testing this enrichment book product has limitations because testing is only carried out in a limited way, namely in one class and one school, namely SMAN 2 Tegal on the assumption that the selection of product testing subjects can represent the existing population.

The research data instrument used in the development of the enrichment book for writing negotiation texts containing Pancasila student profiles is less detailed, the data obtained may be incomplete or perfect.

CONCLUSION

Students and educators need enrichment books for writing negotiation texts containing Pancasila student profiles of critical reasoning elements with five aspects of preparation, namely material aspects, presentation aspects, design aspects, graphic aspects, and critical reasoning aspects. The prototype of the enrichment book consists of three main parts, namely the

beginning, content, and closing. The results of the validation test by enrichment book experts showed an excellent score, which was an average of 98.21. The results in the material content aspect showed an average score of 98.86 with the category of very good. In the aspect of presentation, it obtained an average score of 97.22 with a very good category. In the design aspect, it obtained an average score of 96.15 with the category of very good. In the graphic aspect, it obtained an average score of 98.86 with a very good category. In the critical reasoning aspect, they obtained an average score of 100 with a very good category. The results of a limited trial regarding the use of enrichment books for writing negotiation texts containing Pancasila student profiles of critical reasoning elements proved to be effective and had a positive impact on learning to write negotiation texts, this can be seen from the results of the pretest which obtained an average score of 63.5 and the posttest obtained an average score of 83.9. These results show an increase in pretest and posttest scores. Based on the results of the t-paired sample t-test, the obtained sig (2-tailed) was $0.01 < 0.05$.

REFERENCES

- Adriani, E. Y., Subyantoro, S., & Mardikantoro, H. B. (2018). Pengembangan Buku Pengayaan Keterampilan Menulis Permulaan yang Bermuatan Nilai Karakter pada Peserta Didik Kelas I SD. *JP-BSI (Jurnal Pendidikan Bahasa dan Sastra Indonesia)*, 3(1), 27-33.
- Amir, I., Nursalam, N., & Mustafa, I. (2022). Tantangan Implementasi Nilai-Nilai Profil Pelajar Pancasila dalam Pembelajaran Bahasa Indonesia pada Kurikulum Merdeka Belajar. *GHANCARAN: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 204-215.
- Anita, Y., Walidi, A., Akmal, A. U., Kenedi, A. K., Hamimah, H., Arwin, A., & Masniladevi, M. (2022). Pengembangan Bahan Ajar Elektronik Berbasis Social and Emotional Learning untuk Meningkatkan Nilai Profil Pelajar Pancasila Siswa

- Sekolah Dasar. *Jurnal Basicedu*, 6(4), 7087-7095.
- Boa, E. A., Wattanatorn, A., & Tagong, K. (2018). The Development and Validation of The Blended Socratic Method of Teaching (BSMT): An Instructional Model to Enhance Critical Thinking Skills of Undergraduate Business Students. *Kasetsart Journal of Social Sciences*, 39(1), 81-89.
- Badridduja, F., Elvida, S., & Latipah, E. (2022). Analisis Kemampuan Bernalar dan Berpikir Kritis (Studi Komparatif antara Accountable Talk dan Higher Order Thinking Skill). *Jurnal Indonesia Sosial Sains*, 3(04), 625-638.
- Badriyah, N., Zulaeha, I., & Wagiran, W. (2020). Characteristics of Writing Explanation Text Enrichment Book Containing 21st Century Competence for Senior High School Students. *Seloka: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 9(3), 239-246.
- Bustomi, F., & Syaifudin, A. (2021). Pengembangan Buku Pengayaan Menulis Teks Biografi Bermuatan Nilai Humanis Bagi Peserta Didik Kelas X SMA. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, 5(1), 32-43.
- Cahyaningrum, F., Andayani, A., & Setiawan, B. (2018). Kesantunan Berbahasa Peserta Didik dalam Konteks Negosiasi di Sekolah Menengah Atas. *Jurnal Pena Indonesia*, 4(1), 1-23.
- Changwong, K., Sukkamart, A., & Sisan, B. (2018). Critical Thinking Skill Development: Analysis of a New Learning Management Model for Thai High Schools. *Journal of International Studies*, 11(2).
- Dores, S. P., Jiran, O., Wibowo, D. C., & Susanti, S. (2020). Analisis Kemampuan Berpikir Kritis Siswa pada Mata Pelajaran Matematika. *J-PiMat*, 2(2), 242-254.
- Ernawati, Y., & Rahmawati, F. P. (2022). Analisis Profil Pelajar Pancasila Elemen Bernalar Kritis dalam Modul Belajar Siswa Literasi dan Numerasi Jenjang Sekolah Dasar. *Jurnal Basicedu*, 6(4), 6132-6144.
- Fahyuni, E. F., Arifin, M. B. U. B., Fahmawati, Z. N., Triayudha, A., & Sudjarwati, S. (2020). Gerakan Menulis Buku Siswa SMP Kabupaten Sidoarjo. *Jurnal Abdimas PHB: Jurnal Pengabdian Masyarakat Progresif Humanis Brainstorming*, 3(2), 29-40.
- Fatahillah, M. T., Subyantoro, S., & Haryadi, H. (2022). Enrichment Book of Writing Persuasive Texts Oriented Creative Thinking Skills Containing Human Values. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 11(2), 195-203.
- Felasifah, L., & Subyantoro, S. (2021). Pengembangan Buku Pengayaan Membaca Teks Berita Bohong Bidang Bencana Alam. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 10(1), 69-79.
- Fitriani, A. ., Kartini, A. ., Maulani, M. ., & Prihantini, P. (2022). Peran Guru dan Strategi Pembelajaran dalam Memenuhi Kompetensi Siswa Abad 21. *Jurnal Pendidikan Tambusai*, 6(2), 16491-16498. <https://doi.org/10.31004/jptam.v6i2.5056>
- Hartati, dkk. (2022). *Berpikir Kritis dan Kreatif Siswa Sekolah Dasar*.Perkumpulan Rumah Cemerlang Indonesia:Jawa Barat.
- Hasanudin, C., Fitriyaningsih, A., Saddhono, K. (2019). How is The Student's Negotiation Text in Collaborative Learning of Flipped Classroom and a Cyberlink Power Director Media Apps. *Ingénierie des Systèmes d'Information*, 24(6), 559-567. <https://doi.org/10.18280/isi.240601>
- Hidayah, Y., Suyitno, S., & Ali, Y. F. (2021). A Study on Interactive-Based Learning Media to Strengthen The Profile of Pancasila Student in Elementary School. *JED (Jurnal Etika Demokrasi)*, 6(2), 283-291.
- Irawati, D., Iqbal, A., Hasanah, A., & Arifin, B. (2022). Profil Pelajar Pancasila sebagai Upaya Mewujudkan Karakter Bangsa. *Edumaspul: Jurnal Pendidikan*, 6(1), 1224-1238.

- Kurniawaty, I., Faiz, A., & Purwati, P. (2022). Strategi Penguatan Profil Pelajar Pancasila di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), 5170-5175.
- Lutfianti, K. D., Subyantoro, S., & Haryadi, H. (2022). The Development of Teaching Materials for Writing Exposition Text Using the Application of Lectora Inspire Oriented Critical Thinking Skill and Containing the Values of Deliberation. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 11(2), 158-167.
- Mizbani, M., & Chalak, A. (2017). Analyzing Listening and Speaking Activities of Iranian EFL Textbook Prospect 3 Through Bloom's Revised Taxonomy. *Advances in Language and Literary Studies*, 8(3), 38-43.
- Mutiara, A., Wagiran, W., & Pristiwati, R. (2022). Pengembangan Buku Pengayaan Elektronik Cerita Fabel Bermuatan Profil Pelajar Pancasila Elemen Gotong Royong Sebagai Media Literasi Membaca di Sekolah Dasar. *Jurnal Basicedu*, 6(2), 2419-2429.
- Nursalam, N., & Suardi, S. (2022). Penguatan Karakter Bernalar Kritis Berbasis Integratif Moral untuk Siswa Sekolah Dasar dalam Program Kampus Mengajar di Indonesia. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 7(8), 335-342.
- Nursolihah, M. (2020). Analisis Karakteristik Khusus Teks Negosiasi. *LITERASI: Jurnal Ilmiah Pendidikan Bahasa, Sastra Indonesia dan Daerah*, 10(1), 24-41.
- Purwani, R., & Mustikasari, D. (2022). Pengembangan Buku Pengayaan Menulis Karangan Naratif yang Berwawasan Kesantunan bagi Peserta Didik Kelas VII SMP: Pengembangan Buku Pengayaan Menulis Esai Naratif dengan Wawasan Kesantunan bagi Siswa Kelas VII SMP. *Jurnal Bastrindo*, 3(1), 53-68. <https://doi.org/10.29303/jb.v3i1.380>
- Ratrisari, A. A., & Wagiran, W. (2024). Teachers' Perceptions of the Development of Indonesian Language Assessment Guidelines Containing HOTS and Pancasila Student Profiles. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 13(1), 35-44.
- Rofingah, R., Zulaeha, I., & Wagiran, W. (2020). The Development of Enrichment Book of Writing Negotiation Texts: The 21st Century's Competencies of Senior High School Students. *Seloka: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 9(2), 192-203. <https://doi.org/10.15294/seloka.v9i3.40996>
- Rofiqoh, A., & Subyantoro, S. (2020). Pengembangan buku pengayaan membaca teks berita bohong bidang SARA. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 9(2), 123-131.
- Susanti, N. K. W., & Suastika, I. N. (2022). Children's Story Book on Science and Social Learning Oriented Pancasila Student Profile. *MIMBAR PGSD Undiksha*, 10(2).
- Syafitri, E., Armanto, D., & Rahmadani, E. (2021). Aksiologi Kemampuan Bernalar Kritis (Kajian Tentang Manfaat dari Kemampuan Bernalar Kritis). *Journal of Science and Social Research*, 4(3), 320-325.
- Straková, Z., & Cimermanová, I. (2018). Critical thinking development—A necessary step in higher education transformation towards sustainability. *Sustainability*, 10(10), 3366.
- Tasrifah, T., Subyantoro, S., & Haryadi, H. (2022). Development of Enrichment Book on Poetry Text Writing Oriented to Creative Thinking Skill with Divine Values. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 11(3), 314-322.
- Tosuncuoglu, I. (2018). English Language and Literature Student's Perceptions of Critical Thinking. *International Journal of Higher Education*, 7 (5): 20 <http://dx.doi.org/10.5430/ijhe.v7n5p20>
- Tyas, D. M., Subyantoro, S., & Haryadi, H. (2021). Readability of Reading Books Supporting the National Literacy Movement for High School

- Students. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 10(3), 290-298.
- Utami, S. (2020). The Development of Negotiation Text Oriented to Higher Order Thinking Skills (HOTS) for Teaching Material with the Context of Life Skills in the Business and Industrial World. *Journal of Development Research*, 4(2), 97-105.
- Winarni, R., Slamet, S. Y., & Syawaludin, A. (2021). Development of Indonesian Language Textbooks with Multiculturalism and Character Education to Improve Traditional Poetry Writing Skills. *European Journal of Educational Research*, 10(1), 455-466. <https://doi.org/10.12973/eu-jer.10.1.455>
- Zandvakili, E., Washington, E., Gordon, E. W., Wells, C., & Mangaliso, M. (2019). Teaching Patterns of Critical Thinking: The 3CA Model—Concept Maps, Critical Thinking, Collaboration, and Assessment. *Sage Open*, 9(4), 2158244019885142