



Developing a Wayang Sukuraga Pocket Book Media Based on a Deep Learning Approach to Enhance Students' Critical Thinking Skills

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Abstract: This study aims to develop learning media in the form of a pocket book integrated with the local wisdom of Wayang Sukuraga, based on Deep Learning, to improve critical thinking in Pancasila education among elementary school students. The study employed the Research & Development (R&D) model SAM, conducted in three iterations, with each iteration including evaluation, design, and development stages. The participants consisted of 26 fourth-grade students from an elementary school in Sukabumi City. Data were collected using expert validation questionnaires, student response surveys, and performance assessments on a 4-point Likert scale. Data were analyzed using paired-sample t-tests within a one-group pretest–posttest experimental design. Validation results showed high feasibility, with scores of 97.9% from subject matter experts, 97.5% from media experts, 97.2% from practitioner experts, and 90.41% from student responses. The overall average feasibility score was 95.75%, categorized as very valid. The paired-sample t-test revealed a significant improvement in critical thinking (Sig. (2-tailed) < 0.001), indicating that the Wayang Sukuraga pocket book is effective in enhancing critical thinking in Pancasila education. This media also serves as a prototype for integrating other forms of local wisdom into elementary school learning.

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Introduction

Critical thinking plays an important role in the development of reflective and structured thinking, especially in elementary schools (Safitri & Fajriyah, 2025). Therefore, fostering critical thinking in the context of Pancasila education in elementary schools is becoming increasingly important, as Putri et al (2024) shows that associate the main role with Pancasila education. This statement is reinforced by Hermaliani et al (2024) shows that who explains that Pancasila education aims to instill values that encourage analytical thinking.

However, there are still various challenges in implementing the internalization of Pancasila values among students (Okvianti et al., 2025). This statement is consistent with the results of interviews and field observations, which show that Pancasila education classes lack innovative and context-related learning media and that learning tends to rely on state textbooks. Government textbooks have a limited scope, making them less effective in supporting diverse learning (Parhan & Sukaenah, 2020).

A factor supporting the achievement of learning objectives is the use of media (Ramadhani et al., 2024). One learning media option that students can use to address some of the aforementioned issues is the use of pocket books as learning media (Fitri, 2022). Setiyaningrum and Suratman (2020) said that explain that the use of pocket books in learning has characteristics that can motivate students to be more enthusiastic in learning. The



advantages of pocket books can be a solution to encourage critical thinking in applying Pancasila values.

Development of this pocketbook is based on Wayang Sukuraga content and employs a deep learning approach. According to Nurasiah et al (2024) shows that learning within the context of local wisdom enables culturally informed learning, leading to meaningful learning and strengthening national identity. Furthermore, research by Nurlailah and Julkifli (2025) shows that teacher's use of deep learning approach strategies positively impacts the development of critical thinking skills in students.

Previous research has shown that pocket books, Wayang Sukuraga and immersive learning media can facilitate the learning process (Nurasiah et al., 2024; Nurlailah & Julkifli, 2025; Setiyaningrum & Suratman, 2020). Wayang Sukuraga presents visual narratives reflecting moral values familiar to elementary school students, making it suitable for learning activities that require critical analysis and align with deep learning principles. Pocket books remain relevant in the digital era as concise narrative-based learning materials accessible in physical form. Therefore, the integration of Wayang Sukuraga content, deep learning, and pocket book media creates a synergistic learning design to improve students' critical thinking in Pancasila education. The novelty of this research lies in integrating these elements into the development of learning media.

Due to the research gap and the urgent need for innovative media that offer solutions to these problems, the development of valid and effective product is urgently needed. The purpose of this research is to develop a Wayang Sukuraga pocket book as a learning media that fosters student's critical thinking skills by integrating contextual and profound Pancasila values into a series of deep learning approach activities. This development is supported by Adriannuh et al (2023) shows that who found that teaching Pancasila values to children can be achieved by using media appropriate to the student's abilities. Furthermore, the integration of local wisdom in civic education is increasingly recognized as part of the Global Citizenship Education trend, which emphasizes balancing global competence with local cultural identity in learning. By incorporating local cultural values into learning, students can develop civic awareness, cultural identity, and critical participation in society (Abdullah et al., 2025).

Research Method

This research method uses a Research and Development (R&D) approach. Okpatrioka (2023) explains that research and development is a method and a step in the process of creating a product or further developing and improving an existing product in order to test its effectiveness. Product validation serves to analyze feasibility and product testing is carried out to analyze effectiveness in meeting demand (Waruwu, 2024).

The Successive Approximation Model (SAM) was used as the research design. According to Dari et al (2025) shows that SAM is an iterative and adaptive model for learning development. The SAM model is divided into two types, SAM₁ and SAM₂. In this research, SAM₁ was used because it is considered more effective and more suitable for small projects led by individuals. The SAM₁ process is cyclic and repeated at least three times each cycle begins and ends with an evaluation (Allen, 2012).

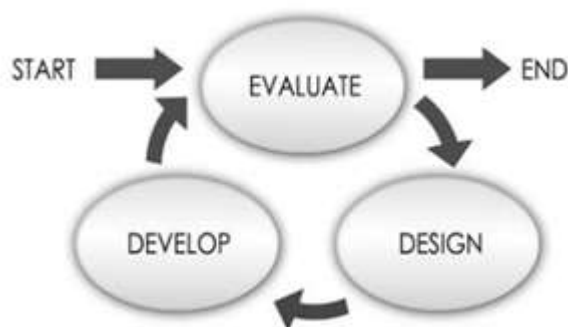


Figure 1. SAM₁ Model

The subjects in this study were 26 at 4th grade students from an elementary school, including 15 boys and 11 girls who had never previously used the Deep Learning-based Wayang Sukuraga pocket book to improve critical thinking in Pancasila education. The research instruments used include interview guides and observation sheets for needs analysis. Validation questionnaires are given to experts and students to assess the feasibility of the development of pocketbook media. Performance assessment serves as a tool to assess the effectiveness of media use in improving critical thinking with 4 indicators adapted from Facione (2011) and Widiastuti, et al (2025) in Pancasila education.

The feasibility of product development is assessed through validity tests involving subject matter experts, media experts, practitioner experts and student responses. Product validity is measured using expert assessments and student responses on a Likert scale, as shown in Table 1.

Table 1. Assessment Score for Validity Test
 (Aizah & Dewi, 2025)

Score	Qualification
4	Very Valid
3	Valid
2	Quite Valid
1	Invalid

The validity score data obtained from experts and student responses are added up and calculated based on the following formula.

$$NP = \frac{R}{SM} \times 100$$

Description: NP is the percentage value obtained; R is the score value obtained; SM is the maximum score value; 100 is a fixed number.

Based on the validation results by the validators and student responses using the formula, a final score is obtained, which serves as a benchmark for product development feasibility. The feasibility criteria are shown in the Table 2 below.

Table 2. Eligibility Percentage Criteria
 (Azahary et al., 2024)

Persentation	Qualification
100 - 76%	Very Valid
75 - 56%	Valid
55 - 40%	Quite Valid
39 - 0%	Less Valid

The next step was a field study using performance assessments developed in the pretest and posttest phases. This field study employed a one group pretest-posttest design because



the sample consisted of the same class (Jannah & Husniati, 2022). Performance results were evaluated using the following formula (Sartilah et al., 2021):

$$\bar{X} = \frac{\sum x}{N}$$

Description: \bar{X} is the average score of all aspects; $\sum x$ is the total score of all aspects; N is the number of questions.

This research used the Shapiro-Wilk test for normality, as it is generally used for small samples (Ismail, 2022). This is in line with Agustin and Permatasari (Agustin & Permatasari, 2020) shows that who stated that the Shapiro-Wilk normality test is a test conducted to determine the distribution of random data from a small sample using data simulations of no more than 50 samples. This normality test used the IMB SPSS version 31 application, with the provisions in the attached Table 3.

Table 3. Shapiro-Wilk Normality Test Decision Criteria
 (Ainiyah & Sholihuddin, 2025)

Sig. (p)	Description
p > 0,05	Normally distributed data
p < 0,05	Data is not normally distributed

The next data analysis was the Paired Sample t-Test. According to Pallant (2020) explain that the Paired Sample t-Test is used when there is only one group and data from that group are presented in two different conditions. The Paired Sample t-Test can be concluded as being oriented towards the basis for decision-making, as shown on Table 4 below.

Table 4. Decision Criteria for the Paired Sample t-Test
 (Susilo & Ernawati, 2018)

Sig. (2-tailed)	Description
Sig. (2-tailed) < 0,05	H ₀ rejected H _a accepted
Sig. (2-tailed) > 0,05	H ₀ accepted H _a rejected

Result and Discussion

This study uses SAM₁ as the model with 3 Iterations, which include evaluate, design and develop to perfect the development of the Wayang Sukuraga pocket book based on Deep Learning so that it is suitable for use and can improve critical thinking in Pancasila education.

Iteration 1

The evaluate phase of the first iteration began with a needs assessment in the fourth grade. Interview guides and observation forms were used for this purpose, in accordance with Allen's (2012) statement that the first iteration begins with a brief assessment (analysis) of the situation, needs and goals. The results of the interviews and observations revealed an urgent need for learning materials and the promotion of critical thinking within the Pancasila education. Therefore, as part of this research and development project, a Wayang Sukuraga pocketbook was developed, based on a deep learning approach, to enhance critical thinking within the Pancasila education system.

The first iteration of the design phase included a list of learning objectives, an outline of concept examples and suggestions for measuring progress (Allen, 2012). Initial design activities included formulating learning objectives based on critical thinking indicators when using the textbook. The conceptual structure of the textbook's content included an introduction with a table of contents, learning objectives, instructions for use, an introduction to the Wayang Sukuraga character and brief information about the three Pancasila values.

The develop phase is the process of implementing the concepts presented in the design phase. Canva Pro was used for the pocketbook media design. The pocketbook was

printed on 12 x 15 cm paper, conforming to the pocketbook format. Content development included the cover, introduction and main text, which were discussed in the design concept phase. The pocketbook was printed on 150 gsm art paper for the inside pages and on the outer cover with glossy softcover paper.



Figure 2. Cover Pocket Book

The material in the media was then reviewed by experts to determine its feasibility. A 4-point Likert scale was used for this purpose. Expert validation revealed that 97.9% of the subject wa “Very Valid” for testing. The effectiveness of critical thinking indicators reached 93.75%. The highest score of 100% was found in indicators related to presenting contextual problems that encourage analysis, evaluating different perspectives on Pancasila values, and the relationship between activities and critical thinking competencies. These results show that the developed pocket book media is viable and supports students' critical thinking skills and the conclusions of the results are shown in Table 5.

Table 5. Subject Matter Expert Validation Results

No.	Assessment Indicators	Percentage (%)	Category
1.	Contents	100	Very Valid
2.	Deep Learning Presentation	100	Very Valid
3.	Effectiveness of Critical Thinking Indicators	93.75	Very Valid
Total		97.9	Very Valid

Media validation resulted in a score of 97.5% in the “Very Valid” category based on 10 questions from 3 evaluation indicators as stated in Table 6. This revision relates to improving the concept of the user guide.

Table 6. Media Expert Validation Results

No.	Assessment Indicators	Percentage (%)	Category
1.	Product Design	100	Very Valid
2.	Product Eligibility	91.67	Very Valid
3.	Contribution	100	Very Valid
4.	Product Advantages	100	Very Valid
Total		97.5	Very Valid

The practitioner expert is assessment was 97.2% and classified it as “Very Valid”. This method was deemed suitable for field trials, with several recommendations for improving the visual representation of the colors used. The results are presented in Table 7.



Table 7. Expert Practitioner Validation Results

No.	Assessment Indicators	Percentage (%)	Category
1.	Material/Content	100	Very Valid
2.	Language/Communication	100	Very Valid
3.	Presentation	91.67	Very Valid
4.	Visual	91.67	Very Valid
5.	Characterization	100	Very Valid
Total		97.2	Very Valid

Iteration 2

The second iteration evaluate incorporates comments in the form of criticism and suggestions for improvement from the experts. As explained by Allen (2012) that the second iteration evaluation determines the success of the first iteration based on the expert’s assessments. The results of this evaluation serve as the basis for refining and perfecting the media. This step is taken to ensure that all aspects requiring improvement are addressed and that the media ultimately meets the expert’s standards.

The second design iteration serves to refine the product based on the previous evaluation by the validators (Allen, 2012). This involves creating new sketches or refining earlier ideas. The goal of this phase is to integrate components that were not originally available while maintaining the design that the validators deemed successful.

The develop stage in Iteration 2 was a small, limited trial, following a previous product feasibility assessment by subject matter experts, media experts and practitioners. As part of the trial, student feedback on the Wayang Sukuraga pocket book is shown in Table 8. The questionnaire consisted of 10 questions on media criteria and included columns for general comments and suggestions for improvement. The maximum score for the overall evaluation was 48 points, assessed using a Likert scale from 1 to 4.

Table 8. Quantitative Student Response Results

No.	Respondents	Total Score	Percentage	Criteria
1.	R1	44	91.67%	Very Valid
2.	R2	41	85.42%	Very Valid
3.	R3	44	91.67%	Very Valid
4.	R4	42	87.50%	Very Valid
5.	R5	46	95.83%	Very Valid
Average		43.4	90.41%	Very Valid

Iteration 3

The evaluate activity in Iteration 3 analyzed the feedback received during the limited testing phase of Iteration 2 regrading student use of the media. The five respondents noted improvements in some of the text within the instructions, dialog boxes and question boxes, as well as in the color scheme, which students still found unappealing.

The design activity in Iteration 3 used the feedback to correct minor errors from the evaluation phase. During the design phase, the instructional text was adjusted using the Recoleta font and a consistent font size to ensure good readability. The revision process also included improving the colors of the paper elements using the Antiq filter to make the colors more vibrant and the text more legible.

After product testing, the develop phase in Iteration 3 focused on confirming the feasibility of the media. The feasibility calculations, based on expert opinions from three experts and student feedback, are summarized in Table 9. The results of the feasibility analysis are presented in a summary table. According to this analysis, the Wayang Sukuraga



pocket book, with an average value of 95.75%, is very suitable for learning use and is included in the “Very Valid” category.

Table. 9 Media Validity Recaptulation Results

No.	Assessment Aspects	Percentage	Category
1.	Subject Matter Expert	97.9%	Very Valid
2.	Media Expert	97.5%	Very Valid
3.	Expert Practitioner	97.2%	Very Valid
4.	Student Response	90.4%	Very Valid
	Average	95.75%	Very Valid

Implementation (Roll Out)

The implementation phase (Roll Out) involved the introduction of the Wayang Sukuraga pocket book, which was developed and revised based on validator criticism and suggestions, as well as student feedback. The Wayang Sukuraga pocket book was used in the same class at 4th grade with 26 students. Therefore, a one group pretest-posttest design was used. A one group pretest-posttest design is a study that includes only one class and begins with a pretest, followed by an intervention and a posttest (Jannah & Husniati, 2022). The average pretest and posttest results are presented in Table 10.

Table 10. Summary Results of Pre-Test and Post-Test Scores

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Average	26	1.25	3.25	2.1154	.59258
Post-Test Average	26	2.75	4.00	3.3750	.31820
Valid N (listwise)	26				

Summative Evaluation

After the Roll Out phase, a summative evaluation was conducted. SAM uses an iterative learning process and summative evaluation (Allen, 2012). The purpose of this summative evaluation was to measure the effectiveness of the Wayang Sukuragapocket book in encouraging critical thinking within the Pancasila education. This effectiveness test was conducted using SPSS in version 31 and a Paired Sample t-Test. The Paired Sample t-Test was chosen because the sample consisted of students from the same class.

The sample for this study was 26 students. Therefore, the Shapiro-Wilk test used to assess normality. For samples with fewer than 50 students, the Shapiro-Wilk test is the most appropriate type (Ainiyah & Sholihuddin, 2025). The results of the normality test are presented in Table 11.

Table 11. Normality Test Results

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Rata-rata Pre-Test	.158	26	.093	.925	26	.060
Rata-rata Post-Test	.155	26	.110	.941	26	.142

a. Lilliefors Significance Correction

The Shapiro-Wilk normality test yielded significance values of 0.60 and 0.142. Since the significance value is > 0.05 it can be concluded that the research data is normally distributed, this meeting the assumptions for conducting a Paired Sample t-Test. The results of this test are presented in Table 12.



Table 12. Paired Sample t-Test Results

Paired Samples Test	Paired Differences					t	Significance	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			One- df Sided p	Two- Sided p
				Lower	Upper			
Pair 1 Rata-rata Pre-Test - Rata-rata Post-Test	1.25962	.41522	.08143	-1.42732	-1.09191	15.469	<.001	<.001

Based on the calculation results above, a significance level (2-tailed) < 0.001 has been determined. According to Table 4 decision criteria for Paired Sample t-Test, a Sig. (2-tailed) < 0.05 rejects the null hypothesis (H_0). This means that there is a statistically significant difference in student’s critical thinking abilities between the pre-test and post-test results.

Collected data shows that the use of the Wayang Sukuraga pocket book significantly impacts student’s critical thinking performance (Insafi, 2023; Mustika et al., 2022). The integration of Deep Learning approach also contributes to the book’s effectiveness (Akmal et al., 2025; Hermaliani et al., 2024). This effectiveness can be explained through cognitive learning theory, which shows that visual and contextual learning materials help students process information more meaningfully. The visual narrative in Wayang Sukuraga encourages students to interpret situations, analyze values, and draw conclusions, thus supporting the development of critical thinking skills (Halimatussa’diah & Mustadi, 2019).

Conclusion

This study successfully developed and validated the Wayang Sukuraga pocket book as a transformative learning medium for Pancasila education. The results from subject matter experts were 97.9%, media experts 97.5%, practitioner experts 97.2% and student responses 90.41%, with in overall average of 95.75% in the “Very Valid” category. The effectiveness of the use the Wayang Sukuraga pocket book based on Deep Learning approach was carried out through a one group pretest-posttest design experiment analyzed using the Paired Sample t-Test obtained Sig. (2-tailed) < 0.001 which showed a significant difference after the use of the media. The use of pocket book media has proven effective in improving critical thinking in Pancasila education according to the results of the data.

Recommendation

Based on the conclusion of the research, it is highly recommended for teachers to use the Wayang Sukuraga pocket book in Pancasila education subjects as a learning medium that supports learning in the material of Pancasila values. Teachers can integrate this media as the main media because teaching materials are provided in it, as well as an assessment of students' critical thinking skills because the available questions have been made based on 4 indicators that have been adapted. Teachers need to guide students in the learning process and its use in order to maximize it. Future researchers can further enrich the material in the development of this media by utilizing local wisdom and testing it in the trial phase before wider implementation to see its effectiveness more broadly. Then, future researchers can apply the use of media periodically so that students understand the material more deeply.



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