

Implementation of the Kribo Sinando Method to Increase the Critical Reasoning Dimension in Indonesian Language Learning in Elementary Schools

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Abstract. This research raises the problem of how to improve critical reasoning skills using *the KRIBO SINANDO method* (Kritik Bahasa Obrolan Sinema Anak Indonesia). The research purpose is to describe the improvement of students' critical reasoning skills in learning Indonesian, especially in the material on the use of effective sentences. This research method uses a case study approach in the form of a *one-shot case study*. The subjects in this study are 28 students in grade VI of SD Negeri Demakijo 2. The research was carried out by providing actions in the form of applying *the Kribo Sinando method* and after that observations, interviews, and documentation of student learning outcomes were carried out. The results of the implementation showed that there was an increase in student learning outcomes from the initial condition and after the implementation of *Kribo Sinando* in the initial condition, students. With the use of *the Kribo Sinando method*, there was an increase in the completeness of learning outcomes from the conditions before the use of *the Kribo Sinando* method (60.71%) and after applying this method, the achievement of learning completeness was 100%. Another result of this implementation is the creation of more active, inclusive, and fun learning for students. The results of the study can conclude that the use of *the Kribo Sinando Method* can improve students' critical reasoning skills in learning Indonesian in grade VI students of SD Negeri Demakijo 2.

Keywords: Implementation, Kribo Sinando method. Critical reasoning skills, Indonesian Language, Primary school

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INTRODUCTION

Critical reasoning ability is one of the dimensions developed in the Independent Curriculum. In every learning at school, it is hoped that the character of the Pancasila student profile will be built, one of which is the character of critical reasoning. The critical reasoning dimension is one of the characteristics of the Pancasila student profile which is expected to support 21st century learning. Indonesian students are expected to be able to use their critical tools in processing every information or knowledge objectively, be able to review the quality or quality, and also filter in quantity to build connections between this various information, then analyze it, evaluate it, and make a synthesis before applying it in daily life.

Some of the key elements that indicate a student's critical reasoning process are the ability to obtain and process information ideas and insights. This is suspected by a sense of curiosity and confidence to ask relevant questions. The development of the ability to identify and clarify information and ideas and then process information to be used in solving daily problems.

Furthermore, students are also expected to be able to reflect on their every thought and thought process. In carrying out reflection activities on thinking activities or partnering with cognition as well as thinking about the course of the thought process so that they are able to

draw a conclusion. This reflection activity is very important as a basis for making a meaningful decision for students about their environment, be it the school environment or the family and community environment.

Being able to make the right and responsible decisions is the final achievement of the critical reasoning dimension. The end of the development of this critical reasoning attitude is at least students can make the right decision based on relevant information that they get from various sources based on facts and data that support the information. This decision-making is highly dependent on the ability of each student to reason and criticize every event or phenomenon in society.

Critical reasoning skills can be developed in every learning, and not just learning in exact fields such as mathematics and science learning. Fostering critical reasoning skills can also be developed through Indonesian learning. Helping Indonesian people to be able to use good and correct Indonesian in daily life is one of the main goals of learning Indonesian. Not only as a state language and a language in daily conversation, Indonesian is a national identity, a wealth that must be preserved and maintained by current and future generations.

Indonesian in elementary school not only aims to get academic grades, but also language skills, and the cultivation of politeness. As mandated by the Indonesian Minister of Education and Culture Number 5 of 2022, in addition to aiming to encourage students' curiosity, Indonesian language learning further aims to grow awareness of caring for students' learning environment and love to speak good and correct Indonesian.

There are various means of learning the language for students. Learning to speak a language is known to children in the family environment and play environment. The rapid development of language in society shows the dynamic civilization of the nation. Along with the many media that support language development, digital media such as TV and gadgets are important means for today's conditions.

The use of Indonesian politely and correctly is the identity of the Indonesian generation in addition to the characteristics of Pancasila that can be applied in daily life. Language is the identity of the nation so it is necessary to cultivate the good and correct use of Indonesian among students. Optimizing language learning facilities through electronic and digital media requires seriousness and continuous efforts. This is aimed at strengthening the use of Indonesian as a national language properly and correctly.

It is a fact that the Indonesian language has many language roots. The Indonesian language, which is rooted in the Malay language and also regional languages, is the wealth of the nation that must be maintained by the entire Indonesian nation. In the daily use of

Indonesian, it is often found that Indonesian is mixed or combined with their respective regional languages. The purpose of this activity is to make the information easy to understand by the speakers and speaking partners. This language is the language of association that has grown and developed in the life of Indonesian people until now.

For elementary school children, television spectacle in the form of children's movies is still popular. In addition to the content or content of the film that still prioritizes the ethical aspect, the use of simple and easy-to-understand everyday conversational language. However, the irony is that in the development of children's films/series today, many have used Indonesian which is not appropriate. Some of the Indonesian usage in the section on the use of personal pronouns and belonging pronouns has shifted. The use of pronouns for people like **us**, **we** in reality are often confused, thus creating confusion. For this reason, efforts are needed to make improvements.

In the practice of daily conversation in the school environment and in the family environment, there is often the use of Indonesian that is not in accordance with the proper rules. One of the small things that has become a phenomenon in society is the tendency to use personal pronouns or personal pronouns that are not appropriate. The use of the words **we** and **we** often overlap. Based on the results of observations at one of the public elementary schools in Sleman, it was found that many children use our pronouns to replace our pronouns. Ironically, this is not only happening in the school environment. In some television media that airs series and movies aimed at children and soap operas that are watched by many Indonesians, they use the wrong pronouns. Indirectly, the neglect that occurs in this society is considered a justification by children so they bring it into their daily lives. This condition continues with the situation in the classroom or school where there is also no criticism or control over the correct use of the Indonesian language.

With this goal, a teacher has the responsibility to create learning that can produce students who can reason critically, and creatively, care for the environment, and develop a collaborative attitude in learning. In the Curriculum of SD Negeri Demakijo 2 of 2023/2024, basic competencies (KD) for each lesson content at each level have been determined, which are then translated into several indicators. Grade VI Indonesian learning materials include: (3.4.1) By listening to conversational sentences, students can determine the correct use of standard words/pronouns, and (4.4.4), through group discussions and assignments, students can correct mistakes in the use of standard words (pronouns) contained in TV media.

Based on the results of the formative test, it can be reflected that students can achieve Indonesian learning completeness of 60.71%. This unsatisfactory achievement encourages the creation of a learning innovation that can improve learning outcomes cognitively, effectively,

and skills. Develop a plan for the use of learning methods that can improve effective and correct speaking skills, as well as support the growth of the critical reasoning process in learning. The use of *the Kribo Sinando* learning method is intended to accommodate learning in inclusion classes.

Inclusive learning, according to Stainback in Budiyanto (2017), is learning that blends everything with each characteristic. Students will succeed in achieving learning outcomes according to their respective abilities and needs. In inclusive learning, several adaptations or adjustments are needed, one of which is the use of methods that can be followed by all children in a learning design.

To blend regular children with children has specificity, it requires special conditioning in learning. Student conditioning is intended so that all children are served from various learning styles (Sari Rudiyantri 2010). Furthermore, Andini, et al. (2019) to facilitate the diversity of talents, learning styles, and learning interests, schools have the right to adapt their curriculum according to existing conditions.

The effort made by the author as a teacher is to use the *Kribo Sinando* method. *Kribo Sinando Method (Kritik Bahasa Obrolan Sinema Anak Indonesia)* It is hoped that it can facilitate all students to develop their potential, in showing their attitude of caring for the social environment. This critical activity is limited to the type of cinema or children's films, both series and short films, which include the use of the Indonesian language, especially pronouns. This activity of observing and criticizing children's films is not necessarily only a means to criticize the use of Indonesian in daily life but as a reinforcement of Indonesian learning in determining the intrinsic and extrinsic elements of a story.

Kribo Sinando was chosen in this activity because in this method digital media is used which is very close and popular with elementary school children. *Kribo Sinando* is easy to do, social media for students, and does not cost much. The selection of *Kribo Sinando* is also intended as a learning frame/forum that prioritizes student collaboration in groups.

METHODOLOGY

The approach used in this study is a case study. The technique used was to conduct a *one-shot case study*, against all students in grade VI SD N Demakijo 2, Sleman Regency. The research subjects were 28 students consisting of 11 boys and 17 girls. The class VI students with the characteristics of 25 regular students and 3 students were identified as having special needs. Special types of needs are *slow learners* and mild mental retardation. The implementation of learning is carried out with *Problem-Based Learning* (PBL) to improve

critical reasoning, creativity, and collaborative attitudes and communicate learning outcomes that are in line with 21st-century skills.

The data collection techniques of this research are observation, test, and documentation techniques. Observation sheets and documentation are used to obtain data on students' attitudes and skills during learning, while tests are used to determine the achievement of Indonesian learning outcomes. This study uses Miles and Huberman data analysis techniques, which consist of three activity flows that are carried out simultaneously. The analysis activities are *Data Condensation*, *Data Display*, and *Conclusion Drawing*. All data obtained from observations, assignments, field notes, and all learning documentation during the research are transformed, organized, and then used as a basis for concluding (Creswell, 2023).

RESULTS AND DISCUSSION

The application of *the Kribo Sinando* method in Indonesian learning is carried out as one of the methods used to develop speaking skills. Teachers first plan to learn systematically by making lesson plans/teaching modules. The lesson plan is also equipped with observation sheets that teachers and collaborators use to collect data.

The learning plan that has been designed is then implemented in the learning process. During learning, attitude competencies are assessed from observation sheets carried out by the teacher as a researcher assisted by a colleague as a collaborator. Students are given a student worksheet which is then carried out a group activity that can support students in working on the LKPD. The expected end result is that students have the ability to be critical of the use of Indonesian in daily life and can show good things in the use of Indonesian. Based on the results of observations, data was obtained that using the *Kribo Sinando* method showed an increase in students' critical thinking skills, collaboration, creativity, and communication in groups.

The ability to **reason critically** was shown by the students with meticulousness and foresight in paying attention to every conversation of the characters in the film that was shown. This ability can also be observed from the expression of the students' opinions after a question-and-answer session after the screening of the children's film. With the knowledge gained from the teacher's explanation, students analyze the use of pronouns that are attached to daily life. All students had the opportunity to express their opinions in the discussion after the film was shown. Based on the observation results, the majority of students felt happy and there was no burden after watching the movie. Children's joy in learning is an indication of encouraging learning.

Referring to the teachings of Tamansiswa, this reasoning process is in line with the teachings of the Tri-N in which the essence of *the Niteni*, *Nirokake*, and *Nambahi processes* is contained. The *Niteni* process occurs when students watch a movie, and then relate it to their knowledge so that they can judge it. The *Niteni* process can be taken by remembering and recognizing something learned by students. In this case, students by listening and paying attention to the teacher's explanation and remembering it will gain an understanding of how to use Indonesian properly and correctly (Triharsiwi et al., 2020; Nisa et al, 2019).

The process of *Nirokake* or imitation can be interpreted as the process of imitating or imitating how to use a good Indonesian language, especially the use of pronouns in daily life. The process of *adding* or developing is interpreted as the process of modifying something learned, meaning that in this case students can practice or implement the knowledge they have gained in daily life. Students with their knowledge can provide examples of speaking Indonesian well and correctly.

In applying the Indonesian language in daily life, the teachings of the student garden who also play a role are **Tri Nga**. Which is the process of forming an understanding of character education. The process **of understanding** occurs along with the learning process, the child will *understand* or know new things that should be done or used in daily life. **Ngrasa** can be interpreted as internationalizing the character values received during learning. **Ngelakoni** is the process of implementing or implementing teaching or a value or knowledge in daily life. We need an understanding of awareness and sincerity in implementing it. Knowing alone is not enough if we are not aware of it and then implementing it (Triharsiwi et al., 2020; Nurmawati, et al, 2022).

From the results of observations during learning. **Communication and collaboration** are shown by the mixing between children with special needs and regular children in learning activities. All children blend in and interact with each other actively. It can also be seen that peer tutors learn in doing assignments. All children mingle and interact with each other actively in activities of finding reading and criticizing films. Referring to the teachings of Tamansiswa, this process is called *the Nirokake* and *Nambahi process*, *the Nirokke process* occurs when students put down a conversation in a movie that uses the right pronouns. The process of *adding* is in the activity of students finding the right pronoun as a correction of the wrong pronoun.

Creativity is shown by making mind maps. Creativity is shown by a variety of mind maps. A mind map is made by each child about the intrinsic elements of the story contained in the movie. Skill competencies are assessed from the observation and appearance of

students' conversations and students' mind maps. The value of creativity is used as the value of skills. The average achievement of skill scores was 90.51.

Regarding the learning outcomes of the knowledge aspect, it was measured using a written test at the end of learning. This test score is used for Indonesian subjects. The results obtained by students in this test were 85.47 with 100% completeness, an increase from the average before the use of the *Kribo Sinando* method which was 70.62 with 60.71% completeness. The visualization of learning outcomes before and after the use of *the Kribo Sinando* method can be presented in the form of a diagram as follows.



Figure 1. Learning outcome diagram using *the Kribo Sinando method*

Specifically, the results of the final learning test are presented in the following table.

Table 1. Analysis of Indonesian Learning Value, VI Grade, SDN Demakijo 2 Sleman 2023/2024

No	Score KKM	Learners	After Applying the Kribo Sinando Method					
			Total Student	It's complete	Not yet completed	(average score)	Completion Percentage (%)	
1	75	PDBK	3	3	-	78.13	90,51	10, 71%
2		Regular	25	25	-	86,35		89,29%

Number of Students and Average Grade Point Average	28	28	-	85,47		100%
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Based on the final assessment of KD 3.4 and KD 4.4, 100% learning completeness data was obtained, with the average class achievement of KD 3.4 final score was 85.47 while KD 4.4 was 90.51.

Specific documentation of activities can be seen in the following figure.



Figure 2. Learning Activities with the Kribo Sinando Method

Based on the above explanation, this study shows that the **Kribo Sinando** method can improve student learning outcomes in terms of attitude, knowledge, and skills. Assessment of attitudes and skills obtained from observation of group activities showed a good tendency. Data was also obtained that students showed a cooperative attitude between groups, a creative attitude, and a good confident attitude. The results of observations during learning also show that there is a mixture between regular students and students with special needs. Regular students and students with special needs work together, establish active and interactive communication, and complement each other. The collaborative attitude shown by students is the next learning asset.

The improvement in student learning outcomes in the knowledge aspect can be seen in the increase in the value of the final assessment results. The students can distinguish the use of pronouns of our people we are you they. This ability in this area of knowledge is also shown when observing movies played by teachers in class.

The development of creative-innovative attitudes is also shown by students in groups and the creation of mind maps by students. The process of presenting a mind map of students' confident attitudes increases. They do it themselves and find an understanding of the material given by the teacher. With guidance from friends who understand better, students who were initially shy and hesitant became more motivated. This also corroborates the research that has been carried out It proves that by taking a cooperative approach and using various methods, it can help all children achieve their achievements (Mariappan, Khairani, & Chanthiran, 2022).

The success of learning with the application of the **Kribo Sinando Method** is inseparable from the active role of parents who are very supportive and facilitate group activities. The establishment of a positive relationship between teachers, students, and parents, can minimize obstacles in learning. This is in line with research conducted by Supriyoko et al (2022) and Nisa et al (2020) who explained that a collaborative attitude and good mutual understanding are needed between the elements of the three centers of education so that the learning process can run well.

CONCLUSION

Providing good and appropriate learning services to students can be done by adapting the curriculum and providing appropriate learning accommodations. Providing learning services in the form of the use of media or the application of appropriate learning methods will minimize learning obstacles experienced by students. Presenting a fun learning situation is a manifestation of learning that liberates children.

The application of **the Kribo Sinando Method** is a form of learning accommodation that has been proven to make it easier for students to speak Indonesian. In addition to providing an understanding of the forms and principles of using personal pronouns and pronouns belonging to this method, it also supports the learning of the speaking aspect which will eventually accustom children to speak using good and correct Indonesian. Group activities can develop critical reasoning, cooperation, and creative character and foster students' confidence.

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