



Development of Trivia Card Media Containing Banten Ethnoculinary Local Wisdom in Indonesian Language Subjects to Improve Critical Thinking Skills In Elementary Schools

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ABSTRACT	ARTICLE INFO
<i>This research aims to develop trivia card media containing Banten's ethnoculinary local wisdom in the Indonesian language subject of grade IV elementary school. This research aims to develop, determine the feasibility, practicality, and effectiveness of trivia card media in improving students' critical thinking skills. This research uses the Research and Development (R&D) method with a 4D development model consisting of four stages, namely define, design, develop, and disseminate. The subjects of this research are grade IV elementary school students. Data collection techniques are carried out through observation, interviews, documentation, questionnaires, and tests. Data analysis techniques use qualitative and quantitative analysis. The results of the study show that the trivia card media containing local wisdom of Banten Ethnoculinary obtained a percentage of validation of material experts of 84%, linguists of 88%, and media experts of 91% with an average score of 87% in the very feasible category. The results of students' responses to trivia card media obtained a percentage of 87% with the very good category. The results of the effectiveness test showed an increase in students' critical thinking skills with an N-Gain value of 59.1%, which is included in the medium category with a fairly effective level of effectiveness. Based on the results of the study, trivia card media containing local ethnoculinary wisdom in Banten can be an alternative Indonesian learning media that is interesting, contextual, and supports the development of students' critical thinking skills.</i> © 2026 Jurnal Pedagogik Pendidikan Dasar 	Article History: Submitted/Received 06 Jul 2026 First Revised 04 Sep 2026 Accepted 07 Sep 2026 First Available online 14 Oct 2026 Publication Date 01 Nov 2026 Keywords: Trivia Cards; Local Wisdom; Learning Media;

1. INTRODUCTION

Critical thinking skills are one of the important competencies that students must have in facing the challenges of the 21st century. These skills help students analyze information, evaluate various alternative problem-solving solutions, and make logical decisions (Ngatminiati, 2024). However, the critical thinking skills of Indonesian students are still relatively low. The results of the *Programme for International Student Assessment* (PISA) in 2022 show that the reading literacy score of Indonesian students only reached 359 points, still below the OECD average of 479 points (OECD, 2023). These results show that students' ability to analyze, evaluate, and draw conclusions still needs to be improved.

Low critical thinking skills are also found in learning Indonesian in elementary schools. The results of interviews with grade IV teachers at SDN Serang 06 show that students tend to be passive during discussion activities, rarely ask questions, and have difficulties when working on problems that require analytical skills. A similar condition was found by Sari and Mardiana (2023) who reported that elementary school students still have difficulty in determining main ideas, distinguishing important information, and drawing conclusions from reading texts. These findings show that learning still needs to be supported by strategies and media that are able to actively involve students in the thinking process.

One of the efforts that can be made to overcome these problems is through the use of interactive learning media. Game-based media is considered to be able to increase learning motivation and student involvement during learning. Darwin's (2024) research shows that game-based learning has a positive effect on the development of students' critical thinking skills. One of the media that can be used is trivia cards because it presents questions that require students to analyze information, consider various possible answers, and logically present reasons. The use of concrete and contextual media is also in accordance with the characteristics of elementary school students who are in the concrete operational stage.

The trivia card media in this study was developed by integrating Banten's ethnoculinary local wisdom. Banten ethnoculinary was chosen because traditional food is not only related to food needs, but also represents history, identity, cultural values, and community knowledge inherited between generations. The selection of ethnoculinary as a learning content is also based on the diversity of Banten's culinary specialties that are close to the needs of the community, but have not been widely used as a contextual learning resource to introduce regional culture to students. The integration of local wisdom in learning can increase the relationship of materials with students' lives and foster appreciation for regional culture. In addition to supporting the strengthening of literacy and critical thinking skills, the integration of Banten ethnoculinary in learning media is one of the efforts to introduce and preserve Banten's cultural identity to generation Z and Alpha generation so that knowledge about local culture is known and inherited to the next generation. This is in line with the research of Prilidiningrum (2021:62) which shows that *trivia game* media obtained a very decent category and received a positive response from students. Pratiwi's research (2022) also proves that card media is effective in improving the critical thinking skills of elementary school students. However, research that develops trivia card media containing Banten's ethnoculinary local wisdom to improve critical thinking skills in learning Indonesian is still not widely done.

2. RESEARCH METHODOLOGY

The type of research used is research and development or commonly called *Research and Development* (R&D). The research and development method or *Research and Development*

(R&D) is a research method used to design or produce a product and test the validity of the product (Sugiyono, 2022). This research uses a 4D development model which includes the *define, design, develop, and disseminate* stages. The research was carried out at SDN Serang 06 Serang City. The subject of this research is a grade IV student. The product developed is in the form of a trivia card media containing local wisdom of Banten ethnoculinary in Indonesian subjects to improve critical thinking skills. The data collection technique uses observation, interview, documentation, questionnaire and test. The data analysis technique in this study uses qualitative and quantitative data analysis techniques.

2.1 Formula to find out the quality of the media through a questionnaire.

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

Description:

NP : Percentage value sought

R : Total Score Achieved

SM : Maximum Score

100: Fixed Number

Table 1. Interpretation of Expert Test Criteria

Presentation of Achievements	Interpretasi
81 – 100%	Highly Worth It
61 – 80%	Worthy
40 – 60%	Quite Decent
21 – 40%	Not Eligible
0 – 20%	Very Unworthy

Sources: Arikunto (2009:35)

2.2 Formula to find out the practicality of media through student responses, with formulas.

$$P = \frac{f}{N} \times 100\%$$

Description:

Q: Percentage of answers

F: Frequency of respondents' answers

N: Number of respondents

Table 2. Analysis of Interpretation of Student Response Criteria

Presentation of Achievements	Interpretasi
0%-20%	Very Bad
21%-40%	Not Good
41%-60%	Pretty Good
61%-80%	Good
81%-100%	Excellent

Sources: Ancient (2022:340)

2.3 Formula to determine the effectiveness of media through *pretest* and *posttest results*

$$N \text{ gain} = \frac{\text{skor tes akhir} - \text{skor tes awal}}{\text{Skor maksimal} - \text{skor tes awal}}$$

These results are then classified based on the following criteria:

Table 3. N-Gain Score

Yes	Range	Category
1	$N\text{-Gain} \geq 0.70$	Height
2	$0.30 \leq N\text{-Gain} < 0.70$	Medium
3	$N\text{-Gain} \leq 0.30$	Low

Sources: Harianja (2024:305)

Meanwhile, in order to interpret the degree of improvement from the application of the developed media, it is classified based on the following criteria:

Table 4. Criteria for Determining the Level of Effectiveness

N-gain value	Interpretasi
< 40	Ineffective
40 – 55	Less effective
56 – 75	Quite effective
>76	Effective

Sources: Sukarelawan (2024: 11)

3. RESULT AND DISCUSSION

RESEARCH RESULTS

This development research has the goal of producing an innovative product in the form of a trivia card media containing local ethnoculinary wisdom in Banten to improve critical thinking skills in Indonesian language subjects, facts, and opinion materials.

3.1 Development of Trivia Card Media Containing Banten's Ethnoculinary Local Wisdom in Indonesian Language Subjects

The media development process is carried out by referring to the 4D model (*Define, Design, Develop, and Disseminate*) developed by Thiagarajan. The first stage in this development process is the definition stage (*Define*), which aims to obtain the information and foundation needed in designing learning media that suits the learning needs.

Defining Stage

The definition stage (*Define*) is the initial stage in the process of developing trivia card media containing local ethnoculinary wisdom in Banten. This stage is carried out to obtain various information needed as a basis for designing products that suit learning needs. Based on the results of the analysis of the current use of learning media, the researcher then conducts several analyses which include needs analysis, curriculum analysis, and material analysis. The three analyses are carried out to ensure that the media developed is in accordance with the characteristics of students, curriculum demands, and learning materials to be used.

Design Stage

The design stage is an advanced stage after a needs analysis, student characteristics analysis, curriculum analysis, and material analysis at the definition stage. At this stage, the researcher designed a trivia card media containing Banten's ethnoculinary local wisdom that was tailored to the characteristics of elementary school grade IV students, learning objectives, and fact and opinion materials that had been determined. In addition to designing media, the researcher also prepared research instruments in the form of pretest and posttest questions, validation questionnaires, student response questionnaires, and learning support tools.

In this stage, the researcher designed a trivia card media containing Banten's ethnoculinary local wisdom that was tailored to the characteristics of grade IV elementary

school students. The product produced was in the form of trivia card media with a size of 11 x 9 cm using *glossy art cartoon paper*. The media consisted of 30 question cards that were integrated with Banten's ethnoculinary local wisdom, with Banten's typical food content including, Banten Satay, Bintul Sticky Rice, Rabeg, Jojorong Cake, Emping Melinjo, and Angeun Lada. The media is also equipped with a storage box, game instructions, and answer keys. Each card contains a question number, questions about facts and opinions, pictures and invitation sentences. Each question is prepared based on indicators of critical thinking skills, namely *interpretation, analysis, evaluation, inference and explanation*.

Development Stage

At this stage, researchers began to develop media based on *storyboard* that had previously been designed. The goal is to determine the feasibility of products, such as questionnaire instruments, test instruments, materials, language, and media before being tested on the research subjects. Based on the assessment, the instrument expert suggested the use of active sentences in the student response questionnaire as well as the addition of Learning Outcomes (CP) and Learning Objectives (TP). This is in line with the opinion Safitri (2022:9338) which states that learning tools need to be adjusted to the characteristics of students so that the learning and assessment process can take place effectively.

In addition, the validator also suggested improving the reason sentence in the pretest and posttest questions to be more effective sentences. This improvement is made to avoid double interpretation and help students understand the meaning of the question better. This is in line with the opinion Charniago (2020:5) which explains that effective sentences must meet the aspects of precision, consistency, and logic so as not to create ambiguity for the reader.

Table 4. Instrument Expert Test Validation Results

Aspects	Score	Percentage
Clarity	15	$NP = \frac{R}{SM} \times 100\%$ $NP = 94\% \frac{47}{50} \times 100\%$
Accuracy of Contents	5	
Relevance	9	
Kewalidan Isi	5	
Language Accuracy	13	
Total Score	47	
Criteria	Highly Worth It	

Table 5. Test Instrument Expert Test Results

Aspects	Score	Percentage
Material Suitability	30	$NP = \frac{R}{SM} \times 100\%$
Construction Questions	19	
Language Compatibility	15	
Appearance and Format	8	
Total Score	72	$NP = 96\% \frac{72}{75} \times 100\%$
Criteria	Highly Worth It	

The next stage after completing the validation of the instruments and test instruments is to validate the material. The material validation activity aims to assess the suitability of the

content of the material contained in the trivia card media with learning outcomes, learning objectives, student characteristics, and assessment indicators contained in the material validation sheet. Through this validation process, the researcher can determine the level of feasibility of the material presented before the media is used at the research trial stage.

Table 6. Results of Material Expert Validation

Yes	Aspects	Material Expert	
		Validator I	Validator II
1.	Content Eligibility Aspects	49	44
2.	Aspects of Serving Eligibility	4	4
Quantity		53	48
NP%		$\frac{53}{60} \times 100\% = 88\%$	$\frac{48}{60} \times 100\% = 80\%$
average		$\frac{53 + 48}{120} \times 100\% = 84\%$	
Eligibility Interpretation		Highly Worth It	

Based on the assessment of the material expert validator, in general, the material contained in the trivia card media containing Banten ethnoculinary local wisdom has met the eligibility criteria because it is in accordance with the learning outcomes and learning objectives set. However, the validator provided several suggestions for improvement, namely adding explanations about the concepts of facts and opinions, adding subjective markings to opinion materials, improving descriptions of the importance of understanding facts and opinions, making different invitation sentences on each card, and improving the appearance of images and frames on the media. These improvements were made to increase the clarity of the material so that students could more easily understand and distinguish information that includes facts and opinions.

This is in line with the opinion [Saffri \(2022\)](#) which states that learning materials need to be adjusted to the characteristics of students so that learning takes place more effectively. In addition, [O'Neill \(2023\)](#) Explaining that the use of interesting visual media in learning can increase learning motivation, strengthen concept understanding, and encourage students to be more active in the learning process.

Table 7. Linguist Validation Results

Yes	Aspects	Linguist	
		Validator I	Validator II
1.	Conformity with Indonesian Language Rules	17	18
2.	Clarity of Information	28	26
3.	Dialogical and Interactive	22	22
4.	Readability	17	18
Quantity		84	84
NP%		$\frac{84}{95} \times 100\% = 88\%$	$\frac{84}{95} \times 100\% = 88\%$
average		$\frac{84 + 84}{190} \times 100\% = 88\%$	

Eligibility Interpretation	Highly Worth It

The next stage after completing the material validation is to conduct language validation. Based on the assessment given by the linguist validator, the use of language in the trivia card media containing Banten's ethnoculinary local wisdom in general has met the linguistic aspect and is suitable for use in learning. Nevertheless, the validator still provided several suggestions for improvement, including improving the use of punctuation, adjusting the writing of several terms, enlarging the font size in the facts and opinion materials, improving the layout of tables and pictures, and replacing some images to be clearer and in accordance with the content of the material. These improvements were made to improve readability, clarity of information, and ease of understanding the material presented. In addition, improvements to the visual and writing aspects also aim to make the media more attractive and comfortable to use by elementary school students. In line with this, Na'im (2024:2801) which explains that the aspects of grammar and readability are an important part of the development of learning media because they can help students understand the information presented more easily.

Table 8. Media Expert Validation Results

Yes	Aspects	Media Member	
		Validator I	Validator II
1.	Design	35	35
2.	Graphics	25	21
3.	Coloring	24	24
Quantity		84	80
NP%		$\frac{84}{90} \times 100\% = 93\%$	$\frac{80}{90} \times 100\% = 88\%$
average		$\frac{84 + 80}{180} \times 100\% = 91\%$	
Eligibility Interpretation		Highly Worth It	

The next stage is to validate the media. Based on the media validator's assessment, the trivia card media containing Banten's ethnoculinary local wisdom developed has met the eligibility criteria and is suitable for use in learning. However, the validator still provides several suggestions for improvement, including adding learning objectives to the card, adjusting the layout of the title and media topics, using characters wearing traditional Banten clothing, and adding the Banten Tower icon to the card box design. The suggestions are given so that the media has a clearer identity, is able to optimally display elements of Banten's local wisdom, and helps students understand the learning goals they want to achieve. In addition, improvements to the visual aspect are made to increase the attractiveness of the media and strengthen the connection between the learning materials and the local culture introduced to students. Overall, crucial improvements from the initial design to the final product include improving fonts and layouts, adjusting images and frames to make them clearer and relevant to the material, adding learning objectives to the cards, and strengthening visual identity through Banten traditional costume characters and Banten Tower icons on the card box. In the content aspect, improvements were also made to the concept of facts and opinions, the use of subjective markers, and variations of invitation sentences on each card. The results of these

improvements resulted in more readable, interesting, informative media, and represented Banten's local wisdom more optimally.

Stage of Dissemination

The dissemination stage (*Disseminate*) is the final stage in the 4D development model. After the trivia card media containing Banten ethnoculinary local wisdom is declared feasible based on the results of expert validation, student response, and effectiveness test results, the next step is to distribute the product on a limited basis. The dissemination is carried out by submitting trivia card media in the form of print (*hardcopy*) and digital files (*softcopy*) to grade IV teachers of SD Negeri Serang 06 as one of the alternative learning media that can be used for facts and opinion materials in Indonesian subjects.

At this stage, the researcher also provided an explanation of the objectives, rules of play, and steps for implementing trivia card media containing Banten ethnoculinary local wisdom in learning activities. The activity aims to enable teachers to use the media optimally in accordance with the learning goals that have been set. In addition to the dissemination of products to teachers, the results of this research are also planned to be disseminated through scientific publications in the form of research articles in educational journals. The publication is expected to be a means of disseminating information about the development of trivia card media containing Banten ethnoculinary local wisdom and contribute to the development of learning media innovations in elementary schools.

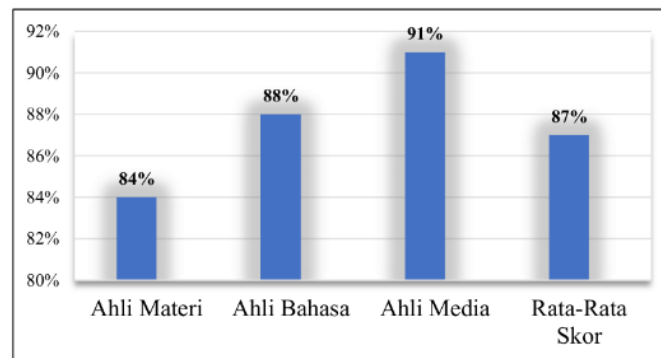
3.2 Feasibility of Trivia Card Media Containing Local Ethnoculinary Wisdom Banten

The feasibility of trivia card media containing Banten ethnoculinary local wisdom is known through validation activities carried out by material experts, linguists, and media experts. Validation is carried out to obtain an assessment of the quality of the media developed before being used in the learning process. Assessments from experts include aspects of material suitability, language use, and media display. The results of the validation of trivia card media containing Banten ethnoculinary local wisdom can be seen in Table 9.

Table 9. Interpretation of Average Expert Validation Score

Validation Results	Percentage	Criteria
Material Expert	84%	Highly Worth It
Linguist	88%	Highly Worth It
Media Member	91%	Highly Worth It
Average Score	87%	Highly Worth It

Based on the results of the validation of the media table, the trivia card media table containing local ethnoculinary wisdom of Banten obtained an average percentage of 87% with a very feasible category. The results show that the developed media has met the feasibility criteria in terms of material, language, and media appearance.



Graph 1. Percentage of Expert Validation Results

The presentation of validation results in the form of a graph is carried out to clarify the comparison of the percentage of assessments from each validator. The graph provides an overview of the level of feasibility of trivia card media containing Banten's local ethnoculinary wisdom based on the results of the assessment of material experts, linguists and media experts.

Based on the results of the validation of material experts, the trivia card media containing Banten's ethnoculinary local wisdom obtained a percentage of 84% with a very feasible category. The results showed that the material presented in the media was in accordance with learning outcomes, learning objectives, characteristics of students, and the facts and opinions material taught. Furthermore, the results of the linguists' validation obtained a percentage of 88% with a very feasible category, which shows that the use of language in the media has been adjusted to the level of development of elementary school students so that it is easy to understand. Meanwhile, the results of the validation of media experts obtained a percentage of 91% with the very feasible category. The assessment shows that the media display, image use, color selection, and layout have met the media feasibility aspects and are able to support learning activities. Based on the results of validation of material experts, linguists, and media experts, the media of trivia cards containing local ethnoculinary wisdom of Banten was declared very feasible for use in learning Indonesian language of fact and opinion materials in grade IV of elementary school.

3. 3 Students' Responses to Trivia Card Media Containing Banten Local Wisdom

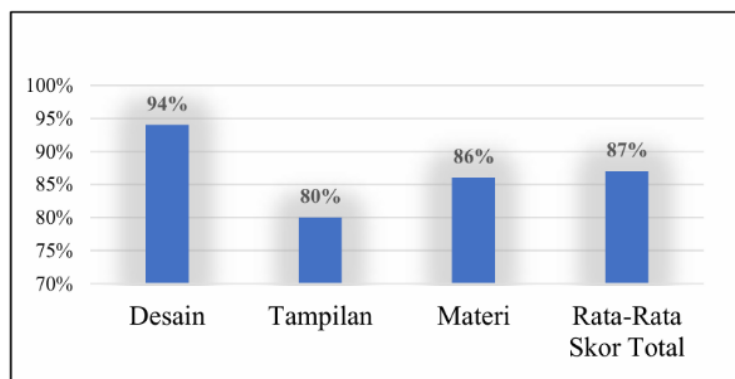
Students' responses to the trivia card media containing Banten's ethnoculinary local wisdom were obtained by filling out a questionnaire after the learning activity was completed. The response questionnaire was used to find out the students' responses to the media that had been used during the learning process. The assessment of student responses included aspects of design, appearance, and materials contained in the trivia card media. The results of the student response questionnaire can be seen in the Table10.

Table 10. Student Response Questionnaire Scores

Aspects	Statement	Score	NP Each Aspect
Design	I'm interested in the display of trivia cards	17	94%
	I like the colors on the trivia cards because they look attractive	16	

	I see that the images on the trivia cards seem blurry or difficult to recognize	15	
	I can easily read the writing on the trivia card	16	
Display	I can understand the content of the material on the trivia card clearly	16	80%
	I find the presentation of the material on the trivia card confusing	11	
	I easily understand the information conveyed on the trivia card	14	
Material	I have no trouble reading the writing on the trivia card	16	86%
	I find the language on the trivia cards difficult to understand	13	
	I easily understand the sentences used on the trivia cards	15	
Quantity		148	
Maximum Score		170	
Average Total score		$\frac{148}{170} \times 100 = 87\%$	

Based on the results of the student response questionnaire in Table 34, the trivia card media containing Banten ethnoculinary local wisdom obtained an average percentage of 87% with the very good category. These results showed that the media developed received a positive response from students after being used in the learning process.



Graph 2. Percentage of Student Response Questionnaire Results

The results of the student response questionnaire are then presented in the form of a graph to clarify the comparison of the percentage of assessments in each aspect assessed.

3.4 Improving Students' Critical Thinking Skills after Using Trivia Card Media Filled with Local Wisdom of Banten

The improvement of students' critical thinking skills after using trivia card media containing local ethnoculinary wisdom in Banten is known through the results of the pretest and posttest. Both data were analyzed using the N-Gain test to determine the level of improvement in students' critical thinking skills after participating in learning. The N-Gain analysis was carried out by comparing the results of the pretest and posttest obtained by the students. The results of the analysis of improving students' critical thinking skills can be seen in table 3.

Table 11. Results of Students' Critical Thinking Skills Test

Statistical Test	Pretest	Posttest	N-Gain%
Red	31,59	71,47	59,1%
Minimum	21	58	46,8%
Maximum	69	94	80,6%
Normalized Gain Criteria	Medium		
Criteria for Effectiveness Level	Quite Effective		

Based on the results of the analysis, the average pretest score was 31.59 and the average posttest score was 71.47. These results showed an increase in students' critical thinking skills after participating in learning using trivia card media containing local ethnoculinary wisdom in Banten. The N-Gain analysis showed an average score of 59.1%, which is included in the category of moderate normalized gain. In addition, the minimum N-Gain score obtained by students was 46.8%, while the maximum N-Gain score reached 80.6%.

Based on the criteria for the level of effectiveness, the average N-Gain value of 59.1% is included in the category of quite effective. These results show that the use of trivia card media containing local ethnoculinary wisdom in Banten is able to improve the critical thinking skills of students at a moderate level. So that the results of the data presented show that the developed media is quite effective in learning Indonesian language in facts, and opinion materials to improve the critical thinking skills of grade IV elementary school students.

DISCUSSION

The development of trivia card media containing local ethnoculinary wisdom in Banten is motivated by the need for more interactive and contextual learning media to improve students' critical thinking skills. Development is carried out using a 4D model which includes the *define*, *design*, *develop*, and *disseminate* stages. This model was chosen because it provides systematic stages ranging from needs analysis to the dissemination of validated products. The results of this study are in line with the opinion of [Zamsiswaya \(2024\)](#) who states that the 4D model is effectively used in the development of educational products because each stage supports the process of continuous product improvement.

The product developed integrates fact and opinion materials with Banten's ethnoculinary content through cards containing questions, illustrations, and analysis activities. This integration makes the learning material closer to the students' experiences, making it easier to understand concepts. This finding is in accordance with Piaget's theory of cognitive development which states that elementary school-age students are at a concrete operational stage, making it easier to understand concepts through real experiences and observable objects. In addition, the use of local cultural contexts supports the creation of more meaningful learning because students can connect new knowledge with existing experiences.

The use of Banten ethnoculinary as local content also strengthens the relevance of learning to the environment of students. The results of the study show that the cultural information presented in the media is able to help students understand the material and get to know the cultural richness of their region. This finding is supported by the opinion of [Sumarni \(2024\)](#) who states that the integration of local culture in learning can create a more meaningful and contextual learning experience. Thus, the developed media not only functions as a means

of delivering material, but also as a medium for preserving local culture.

The validation results showed that the trivia card media obtained an average percentage of 87% with a very feasible category. The percentage of validation of material experts reached 84%, linguists 88%, and media experts 91%. These results show that the developed media has met the aspects of content, language, and visual appearance. In the material aspect, the validator assessed that the content of the media was in accordance with the intended learning competencies. This finding is in line with the opinion of [Wulandari \(2023\)](#) who stated that learning media must be able to clarify messages so that the material can be understood by students systematically. In addition, [Kustandi and Darmawan \(2020\)](#) explained that learning media functions to clarify the delivery of information so that learning goals can be achieved more effectively.

The highest percentage was obtained in the media aspect of 91%. These results show that visual design that includes the use of colors, illustrations, and layouts is one of the advantages of the developed product. These findings are in line with the opinion of [Aulia and Aufa \(2024\)](#) who stated that card media has visual appeal that is able to increase students' attention during learning. The results of this study are also supported by [Hulaipah \(2025\)](#) research which shows that card media based on local wisdom obtains a high level of feasibility because it is supported by a visual display that is in accordance with the characteristics of elementary school students.

In the language aspect, the media obtained a percentage of 88% with a very decent category. These results show that the language used is communicative, simple, and in accordance with the level of development of elementary school students. The use of easy-to-understand language helps students understand the instructions and information contained in the media. These findings support the opinion of [Na'im \(2024\)](#) who states that readability and language accuracy are important aspects in the development of learning media because they affect the ease of students in understanding the material.

The practicality of the media is shown by the results of the students' responses, which obtained a percentage of 87% in the very good category. The results of observations during the trial showed that students were actively involved in learning activities through activities of answering questions, discussing, and working together to solve the challenges contained in the cards. These findings show that trivia card media is able to create a more interactive learning atmosphere than teacher-centered learning. These results are in line with the opinion of [Ariadila \(2023\)](#) who explains that trivia games can help students face challenges and solve problems through active involvement in learning.

The effectiveness of the media was shown by the increase in students' learning outcomes after using the media of trivia cards containing local ethnoculinary wisdom in Banten. The average pretest score of 31.59 increased to 71.47 in the posttest. These results show that the use of media is able to help students understand the facts and opinions material better. This increase occurs because activities in the media not only require students to remember information, but also identify, analyze, evaluate, draw conclusions, and explain the reasons for the answers chosen.

Activities contained in the media show a strong relationship with indicators of critical thinking skills according to [Facione \(2020\)](#), namely interpretation, analysis, evaluation, inference, and explanation. Students are not only asked to determine the correct answers, but also to provide reasons based on the available information. This process encourages students to use evidence and reasoning in making decisions so that critical thinking skills can develop more optimally.

The results of the N-Gain calculation of 59.1% show that trivia card media contributes to the improvement of the critical thinking skills of students in the medium category. These

results show that Banten's ethnoculinary integration not only functions as a means of introducing local culture, but also as a source of information that can be analyzed by students. These findings support Rahayu's opinion that learning media based on local wisdom is able to encourage students to analyze information, evaluate various viewpoints, and provide reasons based on available evidence. The results of this study are also in line with Nurliana's (2023) research which shows that the use of card games can improve students' ability to answer questions analytically and explain the reasons for the answers given. Thus, trivia card media containing Banten's ethnoculinary local wisdom has proven to be feasible, practical, and effective enough to support Indonesian language learning and develop critical thinking skills of elementary school students.

4. CONCLUSION

This research produced a trivia card media containing Banten ethnoculinary local wisdom in Indonesian subjects to improve the critical thinking skills of elementary school students. Media development was carried out using a 4D model which includes the *define, design, develop, and disseminate* stages. The developed media contains questions about facts, and opinions materials that are integrated with Banten ethnoculinary content so as to be able to support material understanding and introduce local wisdom to students. The results of the study show that the trivia card media containing Banten ethnoculinary local wisdom meets the criteria for being very feasible for use in learning. The percentage of validation of material experts reached 84%, linguists 88%, and media experts 91%, with an overall average of 87% which is included in the very feasible category. Student responses also showed a very good category with an average percentage of 87%, which shows that the media has an attractive design, is easy to use, and the material is easy to understand. In addition, the use of trivia card media has been proven to be able to improve students' critical thinking skills. This increase is shown by the increase in the average pretest score from 31.59 to 71.47 in the posttest and an N-Gain score of 59.1%, which is in the medium category with a fairly effective level of effectiveness. The findings show that trivia card media containing Banten's ethnoculinary local wisdom can be an interactive, contextual, and supportive learning media for the development of critical thinking skills of elementary school students. Trivia card media containing Banten's ethnoculinary local wisdom can be used as an alternative learning media for fact and opinion materials because it is able to create interactive, interesting, and student-centered learning. Teachers need to optimize the use of media through mentoring, direction, and facilitation of discussions so that students can develop analytical skills and put forward logical reasons. The development of card-based media that integrates local wisdom can also be used as a reference for educators to create more contextual and meaningful learning. Researchers are then advised to develop similar media in different materials, educational levels, or contexts of local wisdom and involve a wider range of research subjects to obtain more comprehensive information about the practicality and effectiveness of the developed media.

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