

Writing Indigenous Narratives Through Project-Based Learning: Promoting Students' Critical Thinking in an EFL Classroom

Indrie Setya Lestari

Universitas Pendidikan Indonesia, Indonesia
& SMPN 3 Soreang, Indonesia
Email: indrieSL@upi.edu

Gayatri Nurnaningrum

Universitas Pendidikan Indonesia, Indonesia
Email: gayatri33@upi.edu

Indri Andriani Astuti

Universitas Pendidikan Indonesia, Indonesia
Email: indriandriani333@upi.edu

Hengki Anggra Hermawan

Universitas Pendidikan Indonesia, Indonesia
Email: hengkia.hermawan@upi.edu

Tiana Dara Lugina

Universitas Pendidikan Indonesia, Indonesia
Email: tianadl05@upi.edu

Lulu Laela Amalia

Universitas Pendidikan Indonesia, Indonesia
Correspondent Author's email: luluamalia@upi.edu

Received: 3 November 2023
Reviewed: 24 April 2025-25 June 2025
Accepted: 29 June 2025
Published: 30 June 2025

Abstract

This study investigates how PBL enhances students' critical thinking abilities as they compose narrative texts based on indigenous narratives in an English as a Foreign Language (EFL) classroom. The research conducted among 35 ninth-grade students (divided into seven groups) in a public junior high school in Bandung, Indonesia, using qualitative methods, including observation and document analysis, the study evaluates students' critical thinking through the Critical Thinking VALUE Rubric. Results indicate that

PBL significantly promoted critical thinking, with students engaging in deeper reflection on cultural, ethical, and social issues in their narrative projects. High-Perceived Critical Thinking (HPCT) stories exhibited greater complexity and analysis than Low-Perceived Critical Thinking (LPCT) stories, which focused more on practical aspects. The PBL model can improve students' critical thinking skills, as evidenced by four out of seven groups falling into the High-Perceived Critical Thinking (HPCT) category. This study is significant because previous research has rarely combined culturally relevant content with structured critical thinking development in EFL contexts, creating a gap in effective instructional strategies. Therefore, it is recommended that EFL educators integrate culturally meaningful project-based tasks with explicit scaffolding to systematically nurture both critical thinking skills and language proficiency among learners.

Keywords: Critical thinking; narrative text; PBL

Introduction

In contemporary education, thinking critically has become a vital skill for students, enabling them to navigate the complexities of the modern world. Critical thinking allows individuals to assess information, question assumptions, and solve problems creatively and logically. As the demand for these skills increases, there is growing concern that traditional teaching methods must be improved in fostering them. The need for innovative and student-centered pedagogical approaches is evident. One such approach that has gained attention is Project-Based Learning (PBL), which engages students in real-world problems, requiring them to collaborate, research, and create solutions. However, despite the recognized benefits of PBL, its integration with culturally rich content, such as indigenous narrative texts, still needs to be explored. This study examines the potential of combining PBL with indigenous narratives to enhance students' critical thinking and cultural awareness. Critical thinking has been a central focus of educational research for decades. Ennis (1996) emphasized the importance of developing students' critical thinking dispositions, which include skills like analyzing arguments, making inferences, and evaluating evidence (Ennis, 1996). Common misconceptions about critical thinking, particularly the belief that it can be taught as a separate subject rather than integrated into all aspects of learning. More recent studies have highlighted the need for holistic teaching approaches incorporating critical thinking across disciplines (Changwong et al., 2018).

PBL is one such holistic approach. Research has shown that PBL fosters 21st-century skills, including collaboration, communication, creativity, and critical thinking (Bell et al., 2022). PBL motivates students by making learning relevant to their lives, helping sustain engagement and deep learning. Many studies have extensively documented the effectiveness of Project-Based Learning (PBL) in various educational settings. For instance, the implementation of an integrated PBL approach in designing a bio-stove using sawdust led to significant improvements in students' technical understanding and problem-solving abilities (Wagiran et al., 2023). Building on this, a review that revealed how technology-supported PBL models are increasingly effective in enhancing conceptual mastery and fostering innovation in science, technology, and engineering education (Wahyudi et al., 2024). Similarly, applying PBL in a skin cosmetology course significantly improved students' practical cosmetology skills and boosted their confidence in handling real-world tasks (Sakti et al., 2024). Adding to the growing evidence, the combination of PBL with blended learning strengthened students' group communication skills and collaborative work efficiency (Purwianingsih et al., 2023).

Moreover, PBL-based interactive multimedia projects enhanced vocational students' creativity and technical competencies in designing motion graphics (Nurani et al., 2024). In a

different educational context, a water rocket project not only sustained junior high school students' engagement during the pandemic but also notably increased their literacy in scientific concepts (Putra & Sakti, 2022). Supporting this, Pratiwi et al.'s literature review confirmed that PBL consistently leads to higher student motivation levels and better learning outcomes across a variety of subjects. Furthermore, utilizing PBL to explore local legends in English lessons significantly enhanced students' critical thinking skills and cultural awareness (Lestari, 2024). Finally, the use of PBL in seaweed *dodol* processing projects greatly optimized students' psychomotor abilities, preparing them better for vocational careers (Wahyuningsih et al., 2024). Altogether, these findings reinforce the conclusion that PBL not only enhances academic achievement but also supports the development of essential 21st-century skills across diverse disciplines.

A meta-analysis of PBL and found that it significantly improves student learning outcomes across various subjects (Dochy et al., 2003). In English language teaching, Arochman et al. (2024) demonstrated the positive effects of PBL on students' writing skills, particularly for English as a Foreign Language (EFL) learners. These studies affirm PBL's potential in promoting critical thinking through hands-on, inquiry-based learning experiences. Despite the growing body of research on PBL, more exploration of its application must be done alongside indigenous narrative texts. Indigenous narratives—such as oral traditions, myths, and legends—offer rich cultural and philosophical content that can deepen students' understanding of diverse worldviews. Indigenous narratives transmit cultural values, beliefs, and moral lessons across generations (Smith, 2018). These narratives are valuable for preserving indigenous knowledge and provide students with opportunities to reflect on societal issues, question dominant power structures, and develop empathy for different cultures (Nichols, 2019).

Several studies have explored the integration of local culture and folklore in education. For instance, incorporating indigenous narratives in English teaching helped students connect with their cultural heritage while improving language skills (Niu & Yuan, 2020). Similarly, Lam & Wong (2017) highlighted how teaching Cantonese opera, a form of local cultural expression, enhanced students' understanding of their cultural identity. In the digital age, social media has facilitated the transmission of local folklore, allowing it to evolve while maintaining its cultural significance (Brown, 2023). These studies suggest incorporating local cultural elements, such as indigenous narratives, can enrich the learning experience and promote cultural awareness. While the benefits of both PBL and indigenous narratives are well-documented, there is a notable gap in the research on their combined use in the classroom. PBL has been shown to promote critical thinking, and indigenous narratives offer culturally rich content that can foster empathy and cultural sensitivity. However, studies have yet to explore how these two pedagogical tools can be integrated to enhance student learning. Specifically, there needs to be more research on how indigenous narratives can be used in PBL to encourage students to critically engage with diverse perspectives and reflect on their cultural identities. This gap is particularly important to address in English language education, where there is a growing emphasis on integrating cultural content into language learning to make it more meaningful and relevant for students (Xiong & Wang, 2019).

This study aims to investigate the effectiveness of integrating indigenous narrative texts into PBL (PBL) to enhance students' critical thinking. By applying this pedagogical approach, the study tries to create a teaching framework that improves students' critical literacy and fosters appreciation for indigenous knowledge systems. This research will use indigenous narratives as the basis for inquiry projects in English language classes, it will examine how students engage with these narratives and how their critical thinking skills develop through collaborative, project-based tasks.

Literature review

Indigenous narrative texts

Narrative texts, including myths, folktales, legends, and oral histories, hold significant educational value because they engage students in meaningful ways (Martinez et al., 2019). These texts provide rich cultural contexts, moral dilemmas, and complex characters that prompt students to think critically about the underlying themes and messages (Nichols, 2019). By immersing students in narrative worlds, educators can stimulate their imagination, empathy, and analytical skills. Furthermore, narrative texts serve as windows into diverse cultural perspectives and historical contexts, allowing students to develop cross-cultural awareness and empathy (Garcia, 2022). In junior high school education, where students navigate their identities and understand their place in the world, exposure to diverse narratives can broaden their horizons and foster appreciation for cultural diversity (Gay, 2018; Asrianti et al., 2022).

Narrative type in this study was indigenous narratives (indigenous narrative text). Indigenous narratives are an integral part of folklore, representing stories, myths, and beliefs passed down through generations within specific communities. These tales often hold cultural significance, reflecting the values, fears, and histories of the people who tell them. In recent years, there has been a resurgence of interest in indigenous narratives, with scholars exploring their origins, meanings, and enduring appeal. Indigenous narratives can originate from various sources, including historical events, natural phenomena, and supernatural encounters. One common theme in many indigenous narratives is the presence of mysterious creatures or entities, such as ghosts, monsters, or cryptids. These tales often serve as cautionary or explanatory narratives, offering insights into cultural attitudes toward the unknown and the supernatural (Smith, 2019). Furthermore, indigenous narratives frequently feature motifs related to place and landscape, with stories often tied to specific geographical locations or landmarks. These narratives contribute to the construction of place identity and heritage, shaping perceptions of local landscapes and communities (Baker, 2021).

Indigenous narratives are transmitted through oral storytelling, written texts, and, more recently, digital media platforms. Recent studies have highlighted the role of digital technologies, such as social media and online forums, in facilitating the sharing and adaptation of indigenous narratives in contemporary society (Brown, 2023). Moreover, indigenous narratives are not static but undergo adaptation and reinterpretation over time, reflecting changing social, cultural, and technological contexts. Research has explored how traditional legends evolve in response to new influences and narratives, highlighting modern society's dynamic nature of folklore (Garcia, 2022). Indigenous narratives play a significant role in shaping cultural identity and community cohesion. Studies have examined how these narratives contribute to a sense of belonging and collective memory within specific regions or ethnic groups. Indigenous narratives often serve as markers of cultural heritage, reinforcing cultural values and traditions (Jones, 2020). Furthermore, indigenous narratives can have economic implications, particularly in regions with a strong tradition of folklore tourism. Research has investigated the role of indigenous narratives in promoting tourism and heritage industries, highlighting their potential as cultural assets for local economies (Robinson, 2024).

Critical thinking

Critical thinking is really important because it helps us think carefully about things, like making decisions or judgments. It is useful in school, work, and daily life. Some experts have

come up with theories about how critical thinking works. Critical thinking talks about different parts of thinking, like reasons, evidence, and standards. It says we need clear and accurate thinking to do it well.

We should notice assumptions, judge arguments, and make conclusions (Nosich, 2012). It is all about understanding what we believe and if it makes sense. Our surroundings and how we think about our thoughts affect critical thinking (Changwong et al., 2018). So, it is not just about our brains but also the world around us. In the last few years, many studies have looked at how critical thinking grows, how to measure it, and how to use it in different places. For example, one study examined how college students improve critical thinking over four years. They found that students improved, especially in understanding arguments. Another study tested a special class to help middle school students think better. They found that students who took the class got better at critical thinking (Halpern & Nummedal, 2019). It shows that teaching can help people become better thinkers. Some studies also examined how critical thinking relates to other things, like being creative or solving problems. One study found that people who are good at critical thinking are often creative, too. Thus, thinking carefully can help us be more creative.

Students with higher-order thinking abilities can better process information, demonstrate their performance, and develop into skilled communicators, critical thinkers, dynamic problem solvers, and professionals (Zivkovil, 2016; Bell et al., 2022). Critical thinking aims to process, analyze, and create hypotheses. It typically makes use of a wider variety of data. The thorough and expert process of conception, applying, analyzing, creating, and evaluating data to arrive at a solution or judgment. People who engage in critical thinking must be reflective and mindful of their decisions because they impact their attitudes and behaviors. It enables people to process complex information, draw more logical deductions, and consider all sides of an argument to reach more reliable conclusions. One of the higher-order thinking abilities is explaining considerations that include conceptual, methodological, or empirical evidence, and the aim, interpretation, analysis, evaluation, and conclusions.

PBL

PBL is an instructional approach emphasizing student-centered, hands-on learning experiences centered around completing a project or task. In recent years, PBL has gained traction as an effective pedagogical method for promoting deeper understanding, critical thinking, and problem-solving skills among students. PBL is grounded in several key principles and frameworks that guide its implementation. One influential framework is the Buck Institute for Education's Gold Standard PBL model, which outlines essential elements such as authentic tasks, student autonomy, collaboration, and reflection (Martinez, 2022). This model emphasizes the importance of real-world relevance and inquiry-based learning in engaging students and fostering deeper understanding. Additionally, the PBL Design Framework proposed by Thomas & Brown (2020) highlights the iterative nature of PBL, with distinct phases such as inquiry, planning, implementation, and reflection. This framework provides educators structured approach to designing and implementing effective PBL experiences.

Recent research has demonstrated the positive impact of PBL on student learning outcomes across various subjects and grade levels. For example, a meta-analysis by Dochy et al. (2003) found that students engaged in PBL demonstrated higher levels of content knowledge, critical thinking skills, and motivation than those in traditional instructional settings. Moreover, studies have highlighted the benefits of PBL in promoting 21st-century skills such as communication, collaboration, and creativity. Students who participated in PBL activities developed stronger

interpersonal skills and problem-solving abilities, which are essential for success in an increasingly complex and interconnected world (Bell et al., 2022).

While PBL offers numerous benefits, its implementation can present challenges for educators, including time constraints, resource limitations, and assessment concerns. Research has explored strategies for addressing these challenges and maximizing the effectiveness of PBL in diverse educational contexts. For example, studies have examined the role of technology in supporting PBL, such as using digital tools for collaboration, research, and presentation (Thomas & Brown, 2020). Additionally, research has highlighted the importance of providing professional development and ongoing support for educators to effectively implement PBL in their classrooms (Gallagher & Stepien, 2024).

Research Method

Research design

This research aimed to describe PBL as a method to build students' critical thinking in composing narrative text for junior high school. In designing this study, a methodological framework emphasizing systematic literature review, bibliometric analysis, and structured research stages was adopted to ensure the rigor of the research process (Susilawati et al., 2025). To obtain the research objectives, qualitative research was used to understand the phenomenon deeply. Qualitative research is appropriate for examining behavioral science, for it can explain well the main reason that causes humans to do something. In this research, we prefer to conduct descriptive research, which is research purposed to describe the specific features of a certain person, condition, or cluster.

Participants' profile

This study's participants were 35 ninth-grade students from a public junior high school (SMP Negeri) in Bandung Regency, West Java, Indonesia. The students were divided into seven groups, each comprising five participants. The sampling technique used in this study was purposive sampling, where we intentionally selected this particular school because the English teacher there implements the PBL model in their teaching approach.

Data collection instruments and validation

In descriptive qualitative research, we took the role as participant observer. In educational research, they are often called teacher-researchers when they engage directly as the teacher while simultaneously conducting the research. This type of researcher actively participates in the teaching and learning process, interacting directly with the subjects in the field, such as in the classroom (Gallagher & Stepien, 2024). We focused on data collection through observation and document analysis. Observations were carried out during the learning activities to gain an overview of the student's critical thinking improvements in PBL (Bell et al., 2022).

Additionally, the students' work was analyzed using the Critical Thinking VALUE Rubric. The Critical Thinking VALUE Rubric provides a structured framework to evaluate critical thinking components, and the strength of critical thinking is measured based on how well students perform in these areas. The students' work includes interviews with resource persons, narrative texts, and activity photos. Furthermore, to optimize the data analysis, used students' works and scrutinize them to look deeply into the role of PBL in building their critical thinking. The specific components and performance criteria assessed through the Critical Thinking VALUE Rubric are presented in Table 1.

Table 1. Value rubric.

		Capstone	Milestones		Benchmark
		4	3	2	1
Explanation of issues		Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but the description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence Selecting and using information to investigate a point of view or conclusion		Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions		Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)		Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious

	position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	acknowledged within position (perspective, thesis/hypothesis).		
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

After obtaining the scores from the VALUE rubric, the scores are totaled and categorized into two groups: High Perceived Critical Thinking (HPCT) and Low Perceived Critical Thinking (LPCT), the result is presented in Table 2.

Table 2. Students' critical thinking scores categorized into HPCT and LPCT groups

Criteria	Score
Highly Perceive Critical Thinking (HPCT)	13 – 20
Lowly Perceive Critical Thinking (LPCT)	5 – 12

To validate the data, we conducted member checking by sharing findings with participants to verify the accuracy of the interpretation. Member checking is a vital validation tool in qualitative research that enhances credibility, clarifies ambiguities, empowers participants, and strengthens the trustworthiness of the findings by allowing participants to confirm or correct the researcher's interpretations (Birt et al., 2016; Apriliyanti, 2023).

Data collection procedures

Data was collected through observations and document analysis, focusing on how PBL enhances students' critical thinking. As a participant-observer, we conducted non-intrusive classroom observations, capturing videos and notes to record the teaching-learning dynamics without interfering with the process. The primary aim was to observe how teachers implemented PBL and to assess students' engagement and critical thinking during the lesson. Additionally, students' narrative projects were scrutinized using the Critical Thinking VALUE Rubric to evaluate the depth of their analytical skills. Data validation was ensured through member checking, where participants reviewed the findings to confirm accuracy and authenticity.

The data in this study were collected through observation and document analysis, focusing on how PBL improves students' critical thinking. The data were analyzed using an interactive

analysis model: Data collection, Data reduction, Data display, Conclusions, and drawing/verifying (Matthew et al., 2009: 16-21). The chart of the data collection process in the interactive analysis model is shown in Figure 1.

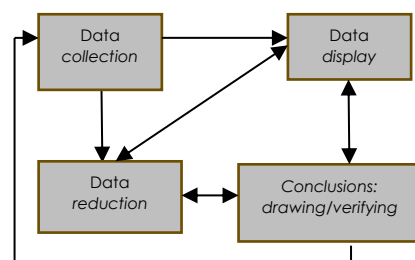


Figure 1. Interactive analysis model.

Results and discussion

The participants were 35 students divided into seven groups. Every student in the group responded positively to using the PBL model in the classroom. They took an enthusiastic part in each learning activity throughout the process. They follow their schedule and report on all improvements. All groups were able to accomplish their writing legend story. Seven groups had different titles and stories. In assessing critical thinking using the VALUE rubric categories, it becomes evident that different stories demonstrate varying levels of critical analysis, reflection, and depth of engagement with issues. These stories, all rooted in indigenous narratives, offer a rich platform to explore how individuals grapple with complex ethical dilemmas, cultural norms, and personal motivations. By analyzing the explanations of issues, the evidence provided, the influence of context and assumptions, the student's position or thesis, and the conclusions drawn, we can distinguish between high-perceived critical thinking stories and low-perceived critical thinking stories. The stories are categorized based on how deeply they engage with moral, cultural, and ethical questions and how they incorporate multiple perspectives into their narrative. The results of the students' work, including the categorization of their stories, are illustrated in Figure 2 below.

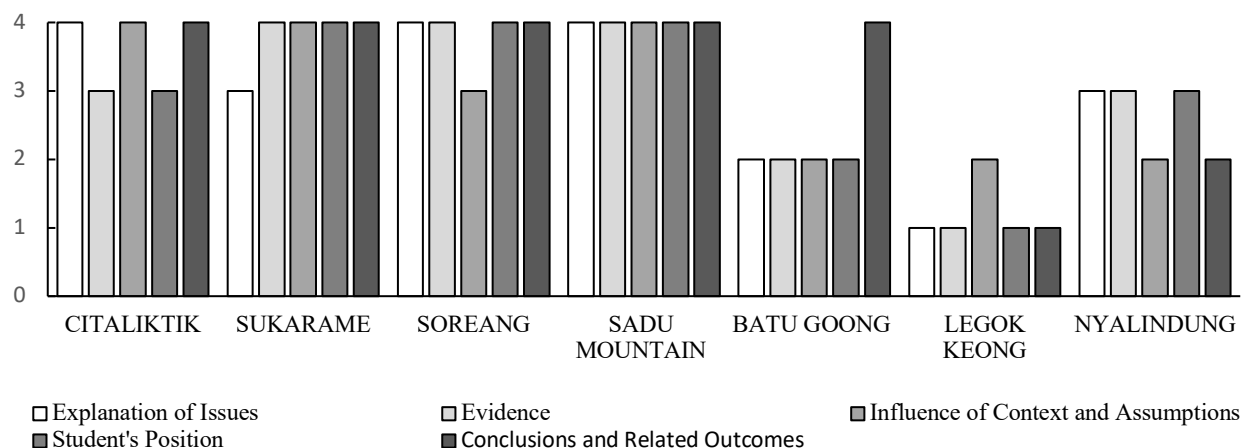


Figure 2. Analysis of students' critical thinking using value rubric.

From the average score of each text using the critical thinking value rubric, two categories of critical thinking were identified: High Perceived Critical Thinking (HPCT) and Low Perceived Critical Thinking (LPCT). The stories that fall under the HPCT category are The Origin of Kampung Citaliktik, The Legend of Sadu Mountain, The Origin of Sukarame, and The Legend of Soreang. Meanwhile, the stories that fall under the LPCT category are The Legend of Batu Goong, Legok Keong, and The Origin of Nyalindung.

Highly perceived critical thinking

Stories that display a high degree of perceived critical thinking go beyond merely recounting events; they delve into the underlying moral and ethical questions that the characters face and demonstrate a comprehensive understanding of the cultural and social contexts in which these issues arise. These stories explore complex dilemmas, engage with multiple perspectives, and draw thoughtful, well-supported conclusions that reflect a deep engagement with the issues at hand.

Explanation of issues

In the story The Origin of Kampung Citaliktik, the main issue is moral responsibility and ethical choices. The story is more than just telling an event; but has a moral message that explores the conflict between Sangkuriang's desire to marry Dayang Sumbi and her role as a mother who wants to stop inbreeding with her son Sangkuriang. The story raises the taboo issue of incest marriage, which raises questions about what is allowed and forbidden in a moral society. The story encourages readers to think about the moral rules of society and how people make hard decisions involving these rules.

In The Legend of Soreang, Dayang Sumbi gives Sangkuriang an impossible task, which symbolizes a deeper issue: his unchecked emotions and desires. His anger and desire to marry his mother, without understanding the consequences, his anger and desire to marry his mother highlight how emotions can cloud judgment. The story raises important ethical questions about relationships and communication, showing how poorly handled emotions can lead to destructive outcomes. It encourages reflection on how people can navigate complicated emotions without letting them take control, demonstrating critical thinking by exploring personal and relational ethics.

Evidence (selecting and using information)

In The Origin of Sukarame, the evidence highlights the community's resilience and leadership during tough times. Mr. Holmes, the leader, guides the community through rebuilding after a tragedy, symbolized by renaming the village Sukarame. The story goes beyond recounting events by using them to explore themes like leadership, accountability, and the strength of community in overcoming challenges. The examples of teamwork and Mr. Holmes's decisions help show how individuals and groups manage crises. This thoughtful use of evidence reflects high critical thinking by connecting the events to broader themes of perseverance and moral responsibility.

In The Legend of Sadu Mountain, the story uses symbolism to explore themes like promises, conflict resolution, and interconnectedness. "Sadu" itself symbolizes peace, meditation, and keeping promises. The characters' actions, especially the breaking of promises and their consequences, reflect cultural beliefs about how actions affect others. The story goes beyond just telling events; it uses cultural symbols to deepen understanding of moral and ethical issues. This

approach shows high critical thinking by encouraging readers to consider how cultural values and personal choices are connected.

Influence of context and assumptions

In *The Origin of Kampung Citaliktik*, the story examines how cultural beliefs about family roles and supernatural powers shape the characters' actions. Dayang Sumbi's choices are influenced by society's expectations of her as a mother and a woman. The story questions assumptions about family relationships, especially between parents and children, and shows how mystical forces affect their fates. The story reflects on how beliefs shape behavior and decisions by examining these cultural and supernatural influences. This thoughtful look at context and assumptions shows strong critical thinking by challenging readers to consider how cultural values affect ethical choices.

In the *Legend of Sadu Mountain*, the story highlights cultural and spiritual themes like power, peace, and interconnectedness. Cultural beliefs about keeping harmony and avoiding violence shape the characters' promises and conflicts. It challenges assumptions about power, suggesting that real strength comes from peace and introspection, not aggression. By exploring these cultural and spiritual influences, the story encourages critical thinking about how cultural norms shape decisions and what happens when those norms are broken. This thoughtful approach shows high critical thinking by prompting readers to consider different perspectives and the wider impact of individual actions.

Student's position (perspective, thesis)

In *The Origin of Sukarame*, the student's position reflects moral complexity, focusing on community resilience and leadership. Mr. Holmes's decisions are seen as moral choices that balance the community's needs and the leadership in a crisis. The story shows an understanding of perseverance and teamwork, recognizing the difficulties of leadership and the moral dilemmas involved in decisions that affect others. By considering individual and community perspectives, the student shows high critical thinking, addressing the broader moral and ethical questions raised by the story.

In *"The Legend of Soreang,"* the student highlights the importance of understanding the consequences of unchecked emotions and selfish desires. Sangkuriang's obsession with Dayang Sumbi illustrates the dangers of ignoring ethical and emotional complexities. The student emphasizes communication, self-control, and emotional intelligence in navigating relationships. By considering different perspectives, the story promotes critical thinking, encouraging readers to reflect on the emotional and moral aspects of the characters' choices. Overall, the student engages deeply with the story's moral lessons.

Conclusions and related outcomes

In *"The Legend of Soreang,"* the student underscores the importance of recognizing the consequences of unchecked emotions and selfishness. Sangkuriang's fixation on Dayang Sumbi warns about overlooking ethical and emotional issues. The student stresses the need for effective communication, self-control, and emotional intelligence in relationships. The story fosters critical thinking and encourages readers to reflect on the characters' emotional and moral decisions by exploring various perspectives. Overall, the student strongly engage with the story's moral lessons. The conclusion of *"The Legend of Sadu Mountain"* highlights the significance of peace and self-reflection, focusing on themes of harmony and interconnectedness. The story emphasizes the

importance of keeping promises and responding to conflict, reinforcing its moral lesson. This thoughtful conclusion connects the characters' actions to broader cultural themes, demonstrating strong critical thinking by linking individual choices to the overarching values of peace and harmony.

Lowly perceived critical thinking

In contrast, stories that exhibit low-perceived critical thinking tend to focus more on the practical aspects of survival, problem-solving, or action without delving deeply into this action's moral, ethical, or cultural implications. While these stories may still present interesting or engaging narratives, they often lack the depth of analysis and reflection that characterizes high-perceived critical thinking. These stories present events and outcomes more straightforwardly, without engaging with multiple perspectives or questioning underlying assumptions.

Explanation of issues

In "The Origin of Nyalindung," the story focuses on strategic planning and self-defense against colonial forces in a straightforward way. While the villagers' determination to protect themselves is commendable, the narrative does not address the larger issues of colonialism, leadership, or the ethical dilemmas that arise during conflict. It mainly discusses survival tactics without delving into deeper moral or cultural questions, such as the ethics of using violence for defense or how the villagers balance survival with preserving their cultural identity. This lack of exploration results in a story needing more critical thinking depth in highly regarded narratives.

In "The Legend of Batu Goong," the main conflict involves problem-solving under pressure in a supernatural setting. However, the story mainly focuses on the practical challenges of exploring a supernatural hotel, neglecting deeper moral or philosophical questions. For instance, what does the hotel symbolize regarding temptation or fate, and how do the characters' choices reflect their values or beliefs? These important questions still need to be answered, leading to a simplistic treatment of the conflict without exploring the ethical or cultural implications of the characters' actions.

Evidence (selecting and using information)

In The Legend of Batu Goong, the factual and event-driven evidence focuses on the characters' actions without much interpretation or reflection. The interactions between Darmajati and Arjuna, and their encounter with the genie, are described straightforwardly, without questioning the motivations or consequences of these actions. The lack of critical engagement with the story's supernatural elements limits the depth of the analysis, as the characters' experiences are presented as mere events rather than opportunities for reflection on broader cultural or moral themes. This reliance on factual evidence without deeper interpretation reflects a lower level of critical thinking, as the story does not challenge the reader to think critically about the significance of the events or the characters' decisions.

Legok Keong provides evidence of resourcefulness and adaptability in surviving a flood, but the analysis is limited to the practical solutions that the characters employ. While the characters' ability to survive and adapt is commendable, the story does not explore the deeper ethical or philosophical questions that such a situation might raise. For example, how does the flood affect the community's sense of identity? What are the long-term consequences of surviving such a disaster? These questions are left unexplored, resulting in a story focusing more on the practical aspects of survival rather than engaging with the broader implications of the characters'

actions. This limited use of evidence reflects a lower level of critical thinking, as the story does not encourage the reader to reflect on the deeper moral or cultural issues at play.

Influence of context and assumptions

In "The Origin of Nyalindung," the story recognizes the colonial context of the villagers' actions but does not critically examine the assumptions behind their decisions. It mainly focuses on the practical side of defending the village without questioning the broader ethical or cultural implications. For instance, what beliefs do the villagers hold about using violence for defense, and how do their actions reflect or challenge their cultural views on leadership and survival? These important questions still need to be addressed, resulting in a story that needs more critical thinking in the depth of highly regarded narratives.

In "Legok Keong," the story fails to deeply explore the assumptions behind the characters' actions, especially regarding their resilience and adaptability. Their efforts to survive a flood are depicted as straightforward responses to crisis without considering the wider cultural or moral implications. For example, how does the community's reaction to the flood reflect their cultural beliefs about survival? What assumptions do the characters have about their ability to overcome challenges? These important questions need to be answered, leading to a narrative that presents the characters' actions as simple solutions rather than opportunities for deeper reflection on their cultural context. This lack of critical engagement suggests a lower level of critical thinking, as the story needs to prompt readers to question the beliefs that influence the characters' decisions.

Student's position (perspective, thesis)

In "The Legend of Batu Goong," the student's viewpoint is quite basic, emphasizing the moral lesson of respecting supernatural boundaries without examining the deeper reasons behind the characters' actions or the importance of their choices. For example, what motivates the characters to enter the supernatural hotel, and how do their actions reflect their values? These questions still need to be answered, resulting in a shallow analysis compared to more complex stories. The focus is mainly on following the rules of the supernatural world rather than engaging with the moral or philosophical issues the story raises. It indicates a lower level of critical thinking, as it does not encourage readers to think deeply about the character's motivations or the broader consequences of their actions.

The student's position in "The Origin of Nyalindung" focuses primarily on the defense strategies employed by the villagers without engaging with the characters' broader ethical considerations or emotional experiences. For example, how do the villagers navigate the moral dilemmas that arise during conflict? What emotional toll does the defense of the village take on the characters? These questions are left unexplored, resulting in a position that focuses more on the practical aspects of the story rather than engaging with the deeper moral or cultural issues at play. It reflects a lower level of critical thinking, as the position does not challenge the reader to reflect on the story's broader ethical or emotional dimensions.

The conclusion of "Legok Keong" highlights the characters' resilience during adversity, but it needs more depth by focusing on practical survival without exploring the broader implications for the community's values or identity. For instance, how does surviving the flood impact the community's sense of belonging or relationship with nature? What are the long-term effects of this disaster on the characters' identity and purpose? These important questions go unanswered, leading to a logical conclusion needing more in-depth analysis in highly regarded stories. It indicates a

lower level of critical thinking, as the story needs to prompt readers to consider the broader moral or cultural implications of the characters' experiences.

In "The Legend of Batu Goong," the conclusion is predictable and oversimplified, focusing on the effects of greed without exploring the deeper moral complexities behind the characters' actions. For instance, what motivates the characters' greed, and how do their actions reflect their values? These important questions remain unanswered, leading to a conclusion that emphasizes following supernatural rules rather than engaging with the moral or philosophical issues the story presents. This indicates a lower level of critical thinking, as it does not encourage readers to reflect on the character's motivations or the wider implications of their actions.

Stories that demonstrate high-perceived critical thinking—such as *The Origin of Kampung Citaliktik*, *The Origin of Sukarame*, *The Legend of Sadu Mountain*, and *The Legend of Soreang*—show a deeper engagement with moral, cultural, and ethical issues. These stories feature thorough analysis, questioning of assumptions, and multi-faceted perspectives that encourage readers to reflect critically on the characters' actions and the broader implications of their decisions. These stories demonstrate a high level of critical thinking by engaging with multiple perspectives, using evidence thoughtfully, and critically examining the cultural and moral contexts in which the stories take place. In contrast, stories that demonstrate low-perceived critical thinking—such as *The Origin of Nyalindung*, *The Legend of Batu Goong*, and *Legok Keong*—tend to focus more on practical problem-solving and survival without delving deeply into the moral, ethical, or cultural implications of the characters' actions. While these stories may still present interesting or engaging narratives, they lack the depth of analysis and reflection that characterizes high-perceived critical thinking. Focusing primarily on the surface-level events and outcomes, these stories miss opportunities to engage with broader ethical or philosophical questions, resulting in less comprehensive critical thinking outcomes.

The results in the uploaded document reveal significant variations in the levels of critical thinking demonstrated by students when working on projects based on indigenous narratives. By examining elements such as the explanation of issues, selection of evidence, influence of context, student's position, and the conclusions drawn, the narratives can be divided into those demonstrating Highly Perceived Critical Thinking (HPCT) and those displaying Lowly Perceived Critical Thinking (LPCT).

This discussion analyzes these levels of critical thinking in relation to relevant educational theories and critical thinking models, exploring how students' narratives align with or deviate from these frameworks.

Highly perceived critical thinking (HPCT)

Stories in the HPCT category transcend basic storytelling, instead engaging with underlying moral and ethical questions, contextual influences, and diverse perspectives. These narratives, such as *The Origin of Kampung Citaliktik*, *The Legend of Sadu Mountain*, *The Origin of Sukarame*, and *The Legend of Soreang*, reflect depth and complexity in students' critical thinking.

Explanation of issues

The stories classified under HPCT delve into complex dilemmas that challenge societal norms and ethics. For instance, *The Origin of Kampung Citaliktik* engages with the ethical taboo surrounding incest, exploring Sangkuriang's desire to marry his mother, Dayang Sumbi, which raises questions of moral duty and societal prohibitions. This reflective approach aligns with

critical thinking frameworks that prioritize addressing complex issues, that understanding social ethics is central to developing critical thinking (Ennis, 1996). In *The Legend of Soreang*, students examine how unchecked emotions can distort judgment, emphasizing the importance of self-awareness in personal and relational ethics. This aligns with Halpern & Nummedal's (2019) view that critical thinking should encourage emotional regulation and self-reflection, particularly in relation to others. Students' ability to connect these emotions to ethical reasoning reflects strong critical thinking where challenging assumptions is essential for deep, critical engagement.

Evidence (selecting and using information)

High-critical-thinking stories incorporate symbolism and broader themes, effectively using evidence to underscore moral lessons. For example, *The Origin of Sukarame* showcased a community overcoming adversity under strong leadership, using the narrative to highlight resilience and community cohesion. It emphasizes on the role of evidence in advancing critical thinking, as students link actions to overarching themes of moral integrity and collective resilience (Changwong et al., 2018). Similarly, in *The Legend of Sadu Mountain*, symbolism is used to deepen understanding of peace and connectedness, as the story explores the consequences of breaking promises and the importance of cultural values. Effective evidence selection, especially through culturally resonant symbols, supports the critical thinking process, helping learners connect narratives with social values.

Influence of context and assumptions

The HPCT narratives reveal an understanding of the cultural, societal, and personal influences on the characters' decisions. In *The Origin of Kampung Citaliktik*, Dayang Sumbi's actions were shaped by societal expectations and mystical beliefs. Such awareness aligned with the importance of recognizing context in critical thinking assessments, suggesting that strong critical thinkers are adept at analyzing influences on decision-making. In *The Legend of Sadu Mountain*, students explore how cultural norms around peace influence character actions, prompting readers to reflect on the role of cultural beliefs in shaping ethical decisions. This exploration of context matches with Nosich's (2012) view that understanding and questioning cultural assumptions is crucial to fostering critical thinking.

Student's position (perspective, thesis)

HPCT stories reflect a nuanced understanding of personal and community ethics. In *The Origin of Sukarame*, students present the leader's role as a moral choice that balances individual needs with community welfare, capturing the ethical weight of leadership decisions. Critical thinking requires balancing diverse perspectives, as moral choices often involve complex, multi-faceted issues (Zivkovil, 2016). In *The Legend of Soreang*, students underscore the consequences of ignoring ethical considerations in personal relationships, stressing self-control and emotional intelligence. By examining these themes, students engage deeply with the characters' actions and a critical thinker's position should engage with different viewpoints and provide a well-supported thesis.

Lowly perceived critical thinking (LPCT)

In contrast, LPCT stories, such as *The Legend of Batu Goong*, *Legok Keong*, and *The Origin of Nyalindung*, often focus more on survival, straightforward action, or practical problem-solving, lacking the depth of ethical and cultural exploration seen in HPCT narratives. These

stories typically prioritize factual recounting without significant engagement with moral or philosophical implications.

Explanation of issues

The LPCT narratives primarily center around action without much reflection on ethical implications. For example, in *The Origin of Nyalindung*, the villagers' defense against colonial forces is presented in terms of strategy, neglecting the broader moral context of colonialism and ethical questions around violence in self-defense. Critical thinking requires grappling with difficult questions, such as ethical dilemmas in conflict situations, suggesting that the lack of such exploration reflects a lower level of critical engagement. In *The Legend of Batu Goong*, students narrate problem-solving in a supernatural context without exploring symbolic meanings, such as what the supernatural hotel might represent. This straightforward narrative approach reflects a lack of depth as a hallmark of low critical thinking, where students recount events without connecting them to larger, abstract themes.

Evidence (selecting and using information)

LPCT stories rely on basic factual recounting rather than interpretive evidence. For instance, *The Legend of Batu Goong* focuses on the characters' actions in response to a genie's supernatural power but lacks deeper analysis of motivations or ethical consequences. Critical thinking requires selecting evidence that not only supports the narrative but also encourages reflection on underlying values (Bell et al., 2022). Here, the story missed an opportunity to use the supernatural context to engage with themes such as temptation or fate. Similarly, *Legok Keong* presents survival as a practical outcome of resourcefulness, without exploring philosophical questions about resilience or identity. This limitation corresponds to the note that high-level critical thinking involves interpreting evidence in ways that challenge assumptions and provoke inquiry, a process absent in the straightforward recounting of events in LPCT stories (Changwong et al., 2018).

Influence of context and assumptions

LPCT stories fail to deeply engage with the assumptions influencing characters' actions. In *The Origin of Nyalindung*, while colonialism formed the story's background, there is no examination of how colonial pressures impact villagers' ethical perspectives on defense. Critical thinkers are expected to analyze the social and cultural context to understand how external pressures influence personal values. The narrative's lack of such engagement suggests a limited understanding of context (Nosich, 2012). In *Legok Keong*, the community's reaction to the flood is portrayed without exploring the cultural beliefs or assumptions that might underlie their resilience. This missed opportunity for cultural analysis viewed that recognizing and questioning context-specific assumptions is key to developing critical thinking.

Student's position (perspective, thesis)

The perspectives in LPCT stories tend to be narrow, focusing on immediate actions rather than ethical considerations. In *The Legend of Batu Goong*, the moral lesson is simplified to respecting supernatural boundaries, without examining deeper motivations or moral conflicts. This reflects a limited thesis that lacks the complexity necessary for high-level critical thinking, as it does not fully consider the implications of the characters' choices.

Similarly, in *The Origin of Nyalindung*, the focus is on defense strategies without engaging with the emotional or ethical dimensions of resistance against colonial forces. This simplistic approach reflects the limitations of low-perceived critical thinking, as it fails to integrate multiple perspectives and address underlying ethical questions (Zivkovil, 2016).

Conclusions and related outcomes

The conclusions in LPCT stories often miss broader moral insights. In *Legok Keong*, while resilience is emphasized, there is no exploration of how survival might shape the community's values or identity. This limited scope reflects that effective critical thinking outcomes should focus on the deeper implications of experiences rather than solely on practical outcomes. In *The Legend of Batu Goong*, the conclusion merely emphasizes the dangers of greed, without exploring the broader motivations behind it, resulting in a superficial ending. This aligns with Rhodes' (2010) suggestion that high critical thinking is characterized by conclusions that encourage reflection on multiple dimensions, a quality missing in LPCT narratives.

Stories demonstrating HPCT, such as *The Origin of Kampung Citaliktik* and *The Legend of Sadu Mountain*, display depth in their engagement with cultural, ethical, and social issues, integrating various perspectives and critically examining the context. These narratives show how students can construct complex arguments and reflect deeply on the broader implications of their narratives, aligning with critical thinking models proposed by scholars like Ennis (1996), Arochman et al. (2024). In contrast, LPCT stories, such as *The Legend of Batu Goong* and *Legok Keong*, primarily recount events and actions without critical engagement, reflecting a limited scope of analysis and a more straightforward interpretation. This division underlines the importance of fostering critical thinking in educational contexts, as emphasized by Changwong et al. (2018) to encourage students to explore complex themes and question assumptions for a more profound understanding. This division underlines the importance of fostering critical thinking in educational contexts, as emphasized by Changwong et al. (2018) to encourage students to explore complex themes and question assumptions for a more profound understanding. Moreover, as Lestari (2024) demonstrated through a bibliometric analysis of local legends and critical thinking development, the use of storytelling strategies like PBL can significantly strengthen students' analytical capabilities in language learning.

Building upon this discussion, the current study adds new insights into the field of language education by providing a clearer understanding of how narrative structures influence the development of critical thinking skills. This contribution is in line with existing research that emphasizes the role of storytelling in education. For instance, studies have highlighted how multimedia instructional approaches can significantly improve students' writing performance (Olowoyeye et al., 2023), and how teachers navigate challenges in teaching English to students with special needs (Apriliyanti, 2023). Additionally, research on the integration of YouTube videos during online learning demonstrates its positive impact on enhancing literacy among middle school students (Sutanto et al., 2022). Furthermore, students' attitudes toward language courses significantly influence their learning outcomes, as indicated by Olowoyeye & Aladesusi (2022), reinforcing the need for innovative teaching methods that actively engage learners. These studies reflect the growing recognition of the need to incorporate various tools and approaches in language education to foster critical thinking.

Furthermore, this study aligns with broader discussions on factors influencing academic success. Research has shown, for example, that parental involvement plays a significant role in students' academic performance (Saadu, 2023), while school climate also has a notable effect

(Olutola & Gift, 2025). Similarly, Calixtro (2022) identified various determinants affecting Grade 9 students' performance in English, underlining the multifaceted nature of language learning outcomes. Karmaker (2023) further emphasized the persistent challenges learners face in acquiring English proficiency, particularly when foundational support systems are lacking, highlighting the necessity of a holistic approach in language education.

In addition, recent bibliometric studies offer valuable insights into evolving trends in English language education. Damayanti & Santosa (2024) highlighted the positive impact of digital writing tools like ProWritingAid on enhancing EFL students' writing skills. Complementary to this, Damkam and Chano (2024) conducted a bibliometric analysis focusing on metacognition strategies in English writing instruction, emphasizing the cognitive processes that support higher-order thinking skills. Nithideechaiwarachok and Chano (2025) further extended the field's understanding through a bibliometric study of research trends among pre-service English teachers, reflecting the ongoing refinement of teacher preparation programs. Additionally, Nadtayay and Wongsaphan (2025) performed a CEFR-based comparative analysis of English teaching models, offering a framework for aligning instructional practices with communication competencies. Oya (2024) also contributed by evaluating assessment projects in English language education through a bibliometric review, emphasizing the growing importance of comprehensive and evidence-based evaluation strategies.

By examining storytelling as a means of developing critical thinking, this research bridges the gap between narrative analysis and language education, offering new perspectives on how to engage students in deeper reflection and more complex reasoning. Therefore, this study enriches the ongoing discourse surrounding language education by contributing to our understanding of how stories can be used as a tool to nurture critical thinking skills, ultimately supporting more effective and comprehensive learning experiences.

This study adds new ideas and suggestions regarding language education, as reported elsewhere (Alek & Nguyen, 2023; AL-Ragdhi et al., 2024; Barbe et al., 2023; Mahmud et al., 2024; Rosmayanti et al., 2024; Wang, 2024; Yunisah et al., 2023).

Conclusion

The study highlights the positive impact of PBL (PBL) on both writing skills and critical thinking among EFL learners. By engaging students in the creation of stories based on indigenous narratives, the PBL model not only improved their ability to write in English but also encouraged critical thinking at varying levels. Stories were categorized into high-perceived critical thinking (HPCT) and low-perceived critical thinking (LPCT), revealing that HPCT stories engaged deeply with cultural, ethical, and moral issues, while LPCT stories focused more on practical problem-solving without critical reflection on broader implications. The VALUE rubric provided a valuable framework for assessing critical thinking, demonstrating that stories rich in cultural context and ethical dilemmas were more likely to showcase higher levels of critical analysis. The use of culturally relevant material helped students connect with their tasks, fostering deeper learning and engagement, particularly in the HPCT groups, where students examined societal norms, character motivations, and consequences of actions. However, the study also indicates that not all students were equally capable of engaging in critical thinking. Some students focused more on recounting events or solving immediate problems, lacking the deeper reflection required for higher-level critical thinking. This suggests that additional support, such as instruction in critical thinking strategies and opportunities for feedback, may be necessary to help all students fully develop their analytical skills. PBL offers a promising approach for enhancing writing and critical thinking in

EFL learners, particularly when combined with culturally significant material. However, targeted guidance and scaffolding are essential to ensure that all students can engage deeply with the critical thinking process.

Declaration of conflicting interest

The authors declare that there is no conflict of interest in this work

Funding acknowledgements

The authors would like to thank Beasiswa Pendidikan Indonesia (the Indonesian Education Scholarship), PPATP (the Center for Higher Education Funding and Assessment), Lembaga Pengelola Dana Pendidikan (the Indonesia Endowment Fund for Education), and Ministry of Higher Education, Science, and Technology of Republic Indonesia for providing funding for this research and our studies. BPI ID: 202327092815; 202327091297; 202327091294; 202327091261; 202327091516

References

- AL-Ragdhi, A., AL-Rakbi, A., AL-Ragdhi, K., & Bin-Hady, W. (2024). The importance of english language in tourism sector: A study in socotra island. *Journal of Language Learning and Assessment*, 2(2), 85–90. <https://doi.org/10.71194/jlla.v2i2.116>
- Alek, A., & Nguyen, V. T. (2023). Verbal phatic expressions in EFL student teachers' classroom interaction. *Journal of Language Learning and Assessment*, 1(1), 44–56. <https://doi.org/10.71194/jlla.v1i1.71>
- Apriliyanti, D.L. (2023). Teachers' challenges in teaching English to students with special needs: How to cope with them?. *Indonesian Journal of Community and Special Needs Education*, 3(2), 131-140.
- Arochman, T., Margana, M., Ashadi, A., Achmad, S., Nugrahaeni, D. A., & Baihaqi, I. (2024). The effect of PBL on English writing skill for EFL learners. *Journal of Pedagogical Research*, 8(2), 310-324.
- Asrianti, A., & Reskyani, R. (2022). Language development among efl students of english department in a public university: a narrative approach . *Asian Journal of Multilingual and Multicultural Education*, 2(1), 11–21. <https://doi.org/10.71194/ajmme.v2i1.66>
- Baker, E. (2021). Landscapes of legend: Exploring the role of place in local Folklore. *Journal of Folklore Research*, 58(2), 123-140.
- Barbe, K., Sakkir, G., Syafitri, E., & Dollah, S. (2023). Using illustration images to enhance junior high school students' writing skills. *Journal of Language Learning and Assessment*, 1(1), 1–8. <https://doi.org/10.71194/jlla.v1i1.74>
- Bell, S., et al. (2022). Fostering 21st-century skills through PBL. *Educational Psychology Review*, 34(3), 345-362.
- Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research*, 26(13), 1802-1811. <https://doi.org/10.1177/1049732316654870>
- Brown, S. (2023). Digital legends: The role of social media in the transmission of Local Folklore. *Folklore Studies*, 41(3), 265-280.
- Calixtro, R.M. (2022). Determinants of grade 9 students' academic performance in English. *Indonesian Journal of Educational Research and Technology*, 2(2), 103-108.

- 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), 37-48.
- Damayanti, K.D., & Santosa, M.H. (2024). The effect of prowritingaid writing tool on the writing skills of english as a foreign language (EFL) students: A systematic literature review. *Indonesian Journal of Multidiciplinary Research*, 4(2), 469-478.
- Damkam, T., & Chano, J. (2024). Bibliometric analysis using VOSViewer with Publish or Perish of metacognition in teaching English writing to high school learners. *ASEAN Journal of Educational Research and Technology*, 3(3), 245-254.
- Dochy, F., Segers, M., Van den Bossche, P., & Gijbels, D. (2003). Effects of problem-based learning: A meta-analysis. *Learning and instruction*, 13(5), 533-568.
- Ennis, R. (1996). Critical thinking dispositions: Their nature and assessability. *Informal Logic*, 18(2). doi: 10.22329/il.v18i2.2378
- Erdoğan, V. (2019). Integrating 4C skills of 21st century into 4 language skills in EFL classes. *International Journal of Education and Research*, 7(11), 113-124.
- Gallagher, S., & Stepien, W. (2024). Supporting teachers in implementing PBL: Strategies and considerations. *Journal of Teacher Education*, 45(2), 167-182.
- Garcia, M. (2022). Adaptation and innovation: The evolution of Indigenous narratives in the Digital Age. *Cultural Anthropology*, 37(1), 45-62.
- Halpern, D. F., & Nummedal, S. G. (2019). Critical thinking and creativity in middle School: Results of an innovative educational program. *Journal of Educational Psychology*, 111(3), 521-529.
- Jones, L. (2020). Narratives of identity: Indigenous narratives and cultural belonging. *Journal of Cultural Heritage*, 18(4), 345-360.
- Karmaker, R. (2023). Failing to learn English. *Indonesian Journal of Multidiciplinary Research*, 3(2), 235-244.
- Lam, A. S. K., & Wong, D. M. T. (2017). The use of cultural elements in teaching Cantonese opera in a primary school: A case study in Hong Kong. *The Asia-Pacific Education Researcher*, 26(5-6), 283-292.
- Lestari, I.S. (2024). Bibliometric analysis using VOSviewer with Publish or Perish of identifying local legends through PBL for critical thinking skills in English. *ASEAN Journal of Community Service and Education*, 3(2), 69-78.
- Mahmud, A. F., Idul, M., & Sarmadani, S. (2024). Research gap on differentiated learning in the efl classroom: A Conceptual framework. *Journal of Language Learning and Assessment*, 2(1), 7-19. <https://doi.org/10.71194/jlla.v2i1.108>
- Nadtayay, N., & Wongsaphan, M. (2025). Bibliometric analysis using VOSviewer with publish or perish of CEFR-based comparison of English language teaching models for communication. *ASEAN Journal of Educational Research and Technology*, 4(1), 1-10.
- Nithideechaiwarachok, B., & Chano, J. (2025). Bibliometric analysis using VOSviewer with publish or perish of pre-service English teachers research. *Indonesian Journal of Educational Research and Technology*, 5(1), 1-8.
- Niu, Q., & Yuan, R. (2020). Integrating local culture into English teaching for children: A case study of the primary English curriculum in China. *The Asia-Pacific Education Researcher*, 29(5), 467-477.
- Nurani, A.S., Mahmudatussa'adah, A., Karpin, K., Juwaedah, A., Setiawati, T., & Muktiarni, M. (2024). Interactive multimedia design of motion graphics using a PBL approach for

- vocational education students: Experiments in cooking taliwang chicken. *ASEAN Journal of Science and Engineering Education*, 4(2), 163-174.
- Olowoyeye, C.A.C., & Aladesusi, G.A. (2022). Polytechnic student's attitude and their achievement in the use of English and communication course for learning. *Indonesian Journal of Multidiciplinary Research*, 2(2), 409-420.
- Olowoyeye, C.A.C., Deji-Afuye, O.O., & Aladesusi, G.A. (2023). Effect of multimedia instructional approach on English writing performance of pre-service technical teachers in South-Western Nigeria. *Indonesian Journal of Multidiciplinary Research*, 3(1), 21-30.
- Olutola, A.T., & Gift, I.D. (2025). Influence of school climate on senior secondary school students academic performance in the English language. *Indonesian Journal of Multidiciplinary Research*, 5(1), 85-92.
- Oya, A. (2024). Evaluation of assessment projects in English language education: A bibliometric review. *ASEAN Journal of Educational Research and Technology*, 3(3), 255-266.
- Pratiwi, D.T., Zahratunnisa, F., & Rahmawan, S. (2025). The impact of PBL (PBL) on students' motivation and learning outcomes: A literature review. *ASEAN Journal for Science Education*, 4(1), 53-58.
- Purwianingsih, W., Lestari, D.A., & Rahman, T. (2023). Profile of communication skills of students in groups with the application of blended learning using PBL model. *Indonesian Journal of Multidiciplinary Research*, 3(1), 159-168.
- Putra, R.D., & Sakti, A.W. (2022). Student development: Implementation of water rocket media as a PBL tool to improve the literacy of junior high school students during the pandemic. *ASEAN Journal for Science Education*, 1(1), 1-8.
- Robinson, A. (2024). Folklore Tourism: Exploring the Economic Impact of Indigenous narratives. *Tourism Management*, 50(2), 175-190.
- Rosmayanti, V., Sukmawati, S., Mohamed, S., Sujarwo, S., & Amin, S. (2024). Fostering self-directed learning through local wisdom project-based learning. *Journal of Language Learning and Assessment*, 52-72.
- Saadu, U.T. (2023). Influence of parental involvement and school environment on pupils' academic performance in the English language. *Indonesian Journal of Multidiciplinary Research*, 3(2), 393-402.
- Sakti, A.W., Masunah, J., Karyono, T., & Narawati, T. (2024). PBL on skin cosmetology course. *Indonesian Journal of Educational Research and Technology*, 4(3), 317-330.
- Smith, J. (2019). Monsters & Myths: Exploring Supernatural Themes in Indigenous narratives. *Journal of Folklore and Mythology*, 26(1), 67-82.
- Smith, R. (2018). The role of storytelling in the transmission of Maori cultural knowledge and language. *World Languages*, 1(1), 33-44.
- Susilawati, A., Al-Obaidi, A.S.M., Abduh, A., Irwansyah, F.S., & Nandiyanto, A.B.D. (2025). How to do research methodology: From literature review, bibliometric, step-by-step research stages, to practical examples in science and engineering education. *Indonesian Journal of Science and Technology*, 10(1), 1-40
- Sutanto, K.I.H., Muktiarni, M., & Mupita, J. (2022). Utilization of youtube videos during online learning to increase literacy in English for middle school students. *ASEAN Journal of Educational Research and Technology*, 1(1), 47-52.
- Thomas, J., & Brown, J. (2020). Digital tools for PBL: Enhancing Collaboration and Creativity. *Journal of Educational Technology*, 28(2), 201-215.

- Wagiran, W., Mujiyono, M., Setiadi, B.R., Wibowo, Y.E., Surahmanto, F., Agata, D.A., & Areeprasert, C. (2023). Temperature distribution in bio stove using saw dust: An integrated PBL. *Indonesian Journal of Science and Technology*, 8(1), 127-140
- Wahyudi, W., Setiawan, A., Suhandi, A., & Samsudin, A. (2024). Technology-supported PBL: Trends, review and future research in science, technology and engineering education. *ASEAN Journal of Science and Engineering*, 4(1), 119-126.
- Wahyuningsih, N., Satibi, A., & Cahyadi, F.D. (2024). Optimizing psychomotor skills through PBL in seaweed dodol processing. *ASEAN Journal of Agricultural and Food Engineering*, 3(1), 1-8.
- Wang, R. (2024). Storytelling in higher education: Comparing expectancy- value in task-exposed and non-exposed English Learners. *Journal of Language Learning and Assessment*, 2(2), 73–84. <https://doi.org/10.71194/jlla.v2i2.111>
- Xiong, Y., & Wang, Y. (2019). Research on the Application of Local Opera Culture in English Teaching in Primary Schools. *English Language Teaching*, 12(6), 86-94.
- Yunisah, N., Arifin, A., & Ridwan, R. (2023). Improving reading comprehension of narrative text by Using L-B-A (Literature-based Approach) at the ninth-grade students of SMP Negeri 1 Nunukan. *Journal of Language Learning and Assessment*, 1(2), 62–72. <https://doi.org/10.71194/jlla.v1i2.100>
- Zivkovil, S. (2016). A model of critical thinking as an important attribute for success in the 21st century. *Procedia-Social and Behavioral Sciences*, 232, 102-108. <https://doi.org/10.1016/j.sbspro.2016.10.034>