

DEVELOPMENT OF A LEARNING MODULE FOR POSTER TEXTS CONTAINING RIAU MALAY CULTURE FOR MTS GRADE 8 STUDENTS

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Abstrak

Penelitian ini dilatarbelakangi oleh permasalahan kurangnya ketersediaan bahan ajar. Bahan ajar utama yang digunakan oleh siswa adalah lembar kerja siswa, sedangkan bahan ajar pendukungnya ialah buku paket sekolah. Penelitian ini merupakan penelitian dan pengembangan dengan menggunakan pendekatan *Analyse, Design, Develop, Implement, dan Evaluate*. Tujuan penelitian ini ialah untuk menghasilkan dan mendeskripsikan pengembangan modul pembelajaran teks poster bermuatan budaya Melayu Riau. Berdasarkan penelitian dan pengembangan yang dilakukan, diketahui analisis kebutuhan modul pembelajaran teks poster bermuatan budaya Melayu Riau berkategori sangat butuh. Selanjutnya, berdasarkan tingginya tingkat kebutuhan tersebut, disusunlah sebuah rancangan dan pengembangan produk berupa modul. Secara keseluruhan hasil validasi modul pembelajaran teks poster bermuatan budaya Melayu Riau berkategori sangat baik dan dapat dilakukan uji coba. Nilai *pretest* dan *posttest* yang didapatkan dari hasil uji coba selanjutnya diuji untuk mengetahui signifikansi penggunaan produk. Berdasarkan uji yang dilakukan didapatkan perbedaan yang signifikan. Selanjutnya pada tahapan evaluasi, dilakukan berdasarkan penilaian dari para validator ahli, respons pengguna (guru dan siswa). Secara keseluruhan penilaian dari tiga aspek tersebut berkategori sangat baik. Dengan demikian modul pembelajaran teks poster bermuatan budaya Melayu Riau yang dikembangkan layak untuk digunakan dalam pembelajaran teks poster.

Kata Kunci: pengembangan modul; teks poster; budaya Melayu Riau

Abstract

This research is motivated by the problem of the lack of availability of teaching materials. The main teaching materials used by students are student worksheets, while the supporting teaching materials are school textbooks. This research is a research and development using the Analyze, Design, Develop, Implement, and Evaluate approach. The purpose of this study is to produce and describe the development of a learning module for poster texts containing Riau Malay culture. Based on the research and development conducted, it is known that the analysis of the needs of the learning module for poster texts containing Riau Malay culture is categorized as very much needed. Furthermore, based on the high level of need, a product design and development in the form of a module was prepared. Overall, the validation results of the learning module for poster texts containing Riau Malay culture are categorized as very good and can be tested. The pretest and posttest values obtained from the results of the trial were then tested to determine the significance of product use. Based on the tests carried out, significant differences were obtained. Furthermore, at the evaluation stage, it was carried out based on assessments from expert validators, assessments of Indonesian language teachers, and student assessments. Overall, the assessments from the three aspects were categorized as very good. Thus, the learning module for poster texts containing Riau Malay culture that was developed is suitable for use in learning poster texts.

Keyword: *module development; poster text; Riau Malay culture*

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INTRODUCTION

An important problem that teachers often face in learning activities is choosing or determining the right learning materials or teaching materials in order to help students achieve competency (Aisyah, et al. 2020). In principle, all books can be used as teaching materials, but what distinguishes teaching materials compiled by teachers from textbooks or school textbooks is that the way they are compiled is based on student needs. Its development is based on the concept of learning design that is based on competency to achieve learning objectives (Yusberti, 2014).

Teachers often use textbooks and worksheets that are provided at school. In fact, there is often a mismatch between the content of the textbook material and the conditions, needs, and environment of students. In the end, what should be expected after learning cannot be achieved optimally. The role of teachers in designing or compiling teaching materials greatly determines the success of the learning process (Magdalena, et al., 2020). Teaching materials are designed to make it easier for learners to understand the material and be more independent. Therefore, it is necessary to compile systematic teaching materials so that they are easy to understand (Simanjutak, 2024). Teachers should be able to develop teaching materials that are in accordance with students' learning needs. The development of teaching materials is an effort to make learning activities more perfect and meaningful (Mashudi, 2015). Supardi (2020) stated that the development of teaching materials is a basic principle that is carried out in stages in creating materials or tools used by teachers in carrying out the learning process so that the desired goals are more perfect than before. This indicates the need for teaching materials that can help students learn independently by utilizing the natural potential around the students' homes (Widiya, et al. 2021).

The use of printed teaching materials in the form of modules is considered more beneficial because it can more easily condition students to focus on the learning material. Students can be given more easily directions regarding the tasks that must be done. Learning media determines the success of delivering learning materials, relevant media are needed (Aprilia, et al. 2024). Media that is used to support student learning outcomes is a solution that can support educators in solving problems in current learning and can also influence learning (Farid, et al., 2022). The use of media functions as a tool used to attract the attention and focus of students, explain learning, and help students (Dewanti, et al., 2018). Teachers can also create their worksheets as reinforcement or evaluation that is in accordance with the material in the module. In addition, printed teaching materials are still an option to support the learning process, because students can be more easily conditioned and focused on the material being taught (Hasanah, et al., 2024). According to Ramadhana (2017), a module is a form of teaching material that is packaged systematically and attractively so that it is easy to study independently.

Umam (2021) stated that in poster text learning, the teaching materials used are incomplete and still monotonous and conventional. Referring to this statement, means that teaching materials in poster text material still need to be developed. Sumartono (2018) stated that a poster is a short message in the form of an image that aims to influence someone to be interested in something or act on something. Posters are considered a persuasive medium that has an important role in providing information to the public through the visual language presented both in print and digitally (Batubara, 2024).

Furthermore, based on the results of the analysis carried out, there has been no integration of culture in teaching materials in the form of modules in poster text learning. Poster text learning can be integrated with culture. The entire system of ideas, actions, and human works in the context of community life that are made human property through learning is a manifestation of culture (Hasanuddin, 2017). Culture is a pattern of basic assumptions that are discovered and determined

by a particular group because they study and master the problems of external adaptation and internal integration (Syakhrani, 2022). The culture integrated in this study is the Riau Malay culture. The selection of cultural symbols that are identified as regional identities and can be accepted by all parties is an effort to socialize the Malay identity (Alfarabi, et al. 2019).

Cross-disciplinary learning can certainly increase students' insight into the culture in a region. Language learning is carried out with the hope of helping students get to know themselves, their culture, and the culture of others, be able to convey ideas, and participate in society. Laksana (2024) stated that local culture-based learning has the opportunity to link learning with their daily experiences and life contexts. This approach also has the potential to increase students' understanding of learning materials by referring to local wisdom and cultural values that are familiar to them. This step is also certainly a way that we can do to preserve the culture in Indonesia. Preserving the culture in Indonesia is the duty of all Indonesian citizens, inseparable from learning.

Indonesian Language lessons are a science that aims to instill in students recognition and understanding concepts related to community life and their environment. The suitability of the objectives of these two sciences makes them worthy of being integrated (Hariadi, 2018). In 2021, Marhamah, et al. conducted a study entitled Effectiveness of Integrated Thematic Teaching Materials of Riau Malay Culture for Grade IV Elementary School Students. Based on the results of the product trial, it was stated that thematic teaching materials integrated with the values of Riau Malay Culture were classified as effective with a score of 86.20%. Panis, et al. (2023) stated that the development of modules applied in learning has various purposes, namely the advancement of science, the development of literature and learning references, and increasing understanding of concepts. Optimization of learning is very much needed to improve learning outcomes and achieve learning targets. If the learning practice is not optimal and not innovative, it is likely that learning outcomes will be difficult to improve and can even make students tend to be lazy to learn (Azman, et al. 2022). Learning innovation is needed in the learning process. Of course, this is done to improve learning outcomes in accordance with the learning objectives that have been set by educators.

Furthermore, the objectives of this study are, first, to describe the analysis of the needs of a learning module for poster texts containing Malay culture. Second, to describe the design of a learning module for poster texts containing Malay culture. Third, to produce and describe the development of a teaching module for learning poster texts containing Malay culture. Fourth, to know and describe the implementation of a learning module for poster texts containing Malay culture. Fifth, to know and describe the evaluation of a learning module for poster texts containing Riau Malay culture.

METHOD

The method used is research and development (R&D) method, which is a research method used to produce and test the effectiveness of certain products (Sugiyono, 2017). The type of product development in this study carries the concept of the ADDIE design model (Analyze, Design, Develop, Implement, and Evaluate). The ADDIE design is a guide for teachers to create effective learning and get optimal results (Winaryati, et al., 2021).

The types of data used in this study are qualitative and quantitative data. Qualitative data are in the form of responses, suggestions, and comments from expert validators, initial needs interview results, and product user responses. Quantitative data are in the form of questionnaire results from expert validators, pretest and posttest values of module product trials, and user response questionnaire results.

Furthermore, data collection techniques using observation techniques, interview techniques, questionnaire techniques, data collection techniques are strategic steps in research that aim to obtain data. Without knowing the data collection technique, the research will not obtain data that meets the established data standards (Sugiyono, 2017). Data analysis techniques in this study are divided into quantitative and qualitative descriptive data analysis techniques. Data analysis is the process of systematically searching for and compiling data obtained to draw conclusions so that they are easily understood by oneself and others (Sugiyono, 2017).

RESULT

Based on the first analysis conducted, it is known that first, there is a lack of teaching materials used. Second, the poster text material cannot be taught optimally. Third, the integration of Riau Malay culture in learning has not been found. The results of the needs analysis questionnaire obtained an average value of 4.44 with a percentage of 88.98% categorized as very much in need, meaning that class VIII students of MTsN 4 Kampar really need innovation in teaching materials to support students' knowledge and skills in poster text material.

The design of the Riau Malay culture module is arranged in three parts, namely the beginning, the contents, and the end. Each part consists of several components and descriptions that explain the components. Table 1 below is the initial part of the developed module design with its components and descriptions.

Table 1. Initial Section of the Module

Component	Descriptions
Front Cover	Description of the module title and the image of the Zapin dance monument, the cover color is dominated by blue and a little red, yellow, and green in some parts of the cover.
Inside Cover	Contains the module title, the symbol of the Indonesian education motto (Tut Wuri Handayani), and the name of the module compiler.
Foreword	General description of the module.
List of contents	List of each section of content in the module along with its page number.
Concept maps	Flow and interrelationship of the topics described in the module.
Introduction	Brief description of the module, competencies that students must achieve, instructions for using the module, and the roles of teachers and parents.

The front cover contains the title of the module and the icon of Riau Province with colors identical to the colors of Riau Malay. The icon of Riau Province is the Pekanbaru Zapin Monument, a work of a legendary artist from Bali. This monument is located at the intersection of Jalan Jendral Sudirman - Jalan Gajah Mada, Pekanbaru City. This monument is also the zero point of Pekanbaru City, previously the zero point of Pekanbaru was in the Pelindo Port Complex. The author's data is included on the inside cover. The foreword contains acknowledgments and the table of contents contains information on the page numbers of the material presented in the module. The concept map contains the flow and interrelationships between the topics described. The introduction contains a brief description of the module, the competencies that students must achieve, instructions for using the module, and the role of teachers and parents.



Figure 1. Beginning Part

The content section of the developed poster text module consists of a description of learning activities. The description of learning activities contains four parts of learning activities. The learning activities section is equipped with learning objectives and activities, independent assignments, and a summary. Figure 2 illustrates the contents of the module.



Figure 2. Contents Section

In the final test, there are ten multiple-choice questions to measure the achievement of the competencies that have been described. The self-assessment section contains learning reflections for students. The appendix section contains a glossary, independent assignment answer keys, and final test answer keys. The bibliography contains a list of references used to compile the poster text module.

Table 2. Final Module Section Arrangement

Component	Descriptions
Final Test Module	Contains ten multiple-choice questions.
Self-Assessment	Form of learning reflection for students.
Appendix	Contains a glossary, answer keys for independent assignments in four learning activities, and answer keys for the final module test.
Bibliography	List of reference sources

The validation results from the media expert validator in table 3 obtained an average score of 4.55 which is included in the very good category. All statement items were responded positively by the validator. The composition of the responses was half responded strongly and the rest were in accordance with the validator's expectations.

Table 3. Media Expert Validation Results

No	Statement	Score
1	Module conformity with ISO standards	4
2	Material and paper size conformity	5
3	Cover design	5
4	Conformity of module content cover design	4
5	Images displayed support understanding of the material	4
6	Text can be read well	5
7	Clarity of images, symbols, and letters	5
8	Conformity of type, size, and color of letters	4
9	Conformity of layout or layout	4
10	Image attractiveness	5
11	Image size conformity	4
12	Color display	5
Total		54
Average		4,5
Criteria		Very Good

The responses of material and language experts in table 4, obtained an average of 4.9 categorized as very good. Of the sixteen statement items, all were responded positively by the validator. Only two people gave responses according to expectations, the rest of their responses strengthened and exceeded the expectations of the validator.

Table 4. Results of Validation by Material and Language Experts

No	Statement	Score
1	Suitability of material with KD and indicators	5
2	Completeness of material presentation	5
3	Material is easy for students to understand	5
4	Material can motivate students to learn	5
5	Material is in accordance with students' ability level	5
6	Use of good and correct Indonesian language	4
7	Suitability of language with education level	5
8	Use of language that is easy to understand	5
9	Suitability of EYD (improved Indonesian spelling) writing	4
10	Language used is not ambiguous	5
11	Use of punctuation	5
12	Use of communicative language	5
13	Suitability of example questions with learning materials	5
14	Practice questions at the end of each learning activity are in accordance with the material and learning objectives	5
15	Attract students' interest in learning	5
16	Helping students learn independently	5
Total		78
Average		4,9

Cultural expert validation is needed to assess the content of the module according to its culture. The results showed that all statements were responded positively by cultural experts. Four statements were responded to as valid with Malay culture, while the rest were responded to as exceeding Malay cultural validity. The average response score of 4.66 is categorized as very good and valid for the culture presented. Thus, the cultural content is valid as Malay cultural content according to the validation results from cultural experts.

Table 5. Cultural Expert Validation Results

No	Statement	Score
1	Compliance with Riau Malay culture	5
2	Does not contain SARA (Tribe, Religion, Race And Inter-Group)	4
3	Compliance of images with cultural forms	5
4	Accuracy of naming with cultural forms	5
5	Attractiveness of cultural form selection	4
6	Compliance of cultural content with educational level	5
7	Compliance with students' cultural environment	5
8	Increase students' knowledge about culture	5
9	Increase awareness of cultural preservation	5
10	Clarity of information sources	4
11	Ease of understanding culture	4
Total		51
Average		4,6
Criteria		Very Good

The product trial stage was carried out by pretest and posttest on 33 students of class VIII MTsN 4 Kampar. The mean value of the pretest was 5.0 and the mean value of the posttest was 5.1, meaning that students' knowledge and skills on the poster text material increased after the module was implemented. Table 6 presents the results of the descriptive analysis.

Table 6. Results of descriptive analysis

Test	Mean	Median	Standard Deviation
Pretest	5.0	5.1	1.6
Posttest	5.9	5.4	1.6

The next stage is to test the normality using the Shapiro Wilk Test, the pretest significance value is $0.148 > 0.05$ and the posttest significance is $0.085 > 0.05$. These results indicate that the pretest and posttest data are normally distributed. Next, based on the results of the paired sample t test, the difference in the average pretest and posttest values is 13.33333 and the calculated t value is 16.177 and the sig value (2-tailed) is 0.000. From the Paired Sample T Test, the Sig value (2-Tailed) is 0.000. Thus, the Sig value (2-Tailed) < 0.05 , meaning that there is a significant difference in learning outcomes after using the module.

DISCUSSION

The first analysis conducted was problem analysis. In the problem analysis, interviews were conducted to find out the problems experienced by teachers and students in the classroom. The questions asked were about the poster text material. The questions were asked to the Indonesian language teacher of class VIII MTsN 4 Pekanbaru. Based on the interview, the researcher concluded several pieces of information, namely: first, the obstacle experienced by teachers in learning Indonesian is the lack of teaching materials used. Students only use student worksheets (LKS) and textbooks that are lent during the learning process. Textbooks cannot be taken home by students because the number is very limited. Second, the poster text material cannot be taught optimally because the material is only a little, both in textbooks and LKS. The poster text material is presented together with the advertising text and slogan material. The most reviewed material is the advertising text material. Third, there has been no integration of local culture, especially Riau Malay in the Indonesian language teaching materials used in the school. The cultural content is dominated by cultures outside Riau, for example, the island of Java.

Next, a curriculum analysis was conducted through interviews, from the analysis it was found that the curriculum used was the 2013 curriculum. In the 2013 curriculum, poster text material is taught in grade VIII of junior high school/Islamic junior high school in the odd semester. This material is presented together with advertising text and slogan material. There are four

competencies that must be achieved by students, namely KD 3.3 identifying information on advertising texts, slogans, and/or posters (which make you proud and motivate) from various sources, KD 4.3 concluding the contents of advertising texts, slogans, and/or posters (which make you proud and motivate) from various sources, KD 3.3 examining the presentation patterns and language of advertising texts, slogans, and/or posters (which make you proud and motivate) from various sources, and 4.4 presenting ideas, messages, and invitations in the form of advertising texts, slogans, or posters orally and/or in writing. In the needs analysis, a needs questionnaire was distributed to 33 students. Based on the results of the data recapitulation from the needs questionnaire on the development of a learning module for poster texts containing Riau Malay culture, it can be concluded that grade VIII students of MTsN 4 Kampar need innovative teaching materials to support students' knowledge and skills in poster text material as well as increase insight into the culture that exists in the students' environment, namely Riau Malay culture.

The second stage, namely designing a poster text learning module containing Riau Malay culture, is the second stage after the author analyzed the interviews and questionnaires that had been distributed previously. At this stage, the author created a product design by creating a poster text learning module framework. This framework will later become the author's reference in developing a poster text learning module containing Riau Malay culture. The poster text learning module design that was developed is arranged into three main parts, namely: a) the initial part, there is a front cover, inside cover, foreword, table of contents, concept map, and introduction containing a brief description, competencies that must be achieved, instructions for using the module, and the role of teachers and parents. b) the content section, contains four parts of learning activities. Each part of the learning activity is equipped with a description of learning objectives, learning activities, independent assignments, and a summary. In addition, examples of posters containing Riau Malay culture are also presented. c) the final part, contains the final text of the module, reflection in the form of self-assessment, attachments consisting of a glossary, answer keys, and assessment rubrics, and is equipped with a bibliography that is a reference for the material content.

The third stage after the module is designed is the development stage or developing the module. This development refers to the design that has been made previously. This development also includes local culture, namely the Riau Malay culture. This integration can be seen from the examples of posters in the module. In addition, the module is also designed so that students can learn independently, measure their achievements independently, and reflect independently. The product that has been developed is then validated by expert validators, namely material and language experts, media experts, and cultural experts. This validation stage determines whether the product that has been developed is feasible or not to be tested. In addition, based on the value of product feasibility and comments or suggestions from expert validators, the quality of the product and what things need to be improved will be known.

In the material and language aspects, the value obtained from expert validator 1 is 4.68 percentage 93.7%, with very good criteria. Expert validator 2 with a value of 4.5 percentage 91.25%, with very good criteria. Furthermore, in the media aspect, the value obtained from expert 1 is 4.3, with a percentage of 86.6%, very good criteria. Expert validator 2 is 4.5, with a percentage of 90%, very good criteria. Finally, in the cultural aspect, the value obtained from the cultural expert validator is 4.6 percentage 92.7%, with very good criteria.

The next stage after the product is validated is to revise the product. Based on the assessment, criticism, suggestions, and comments, improvements are made to the product in two aspects, namely material and language ,and media. Improvements to the material and language aspects are

more focused on the use of punctuation and spelling. Improvements to the cultural aspect are more emphasized on the layout and size of the image.

The fourth stage of the ADDIE development model is the implementation or product trial stage. This stage can be carried out if the product has been validated and categorized as suitable for testing. The product trial was conducted on 33 students of class VIII MTsN 4 Kampar. The first stage before the product trial was conducted was that students were given a pretest to determine their initial abilities. Furthermore, after the pretest was conducted, a product trial was conducted by implementing learning using a poster text learning module containing Riau Malay culture. Finally, after completing the learning, students were given a posttest to determine the achievement of competency after being given treatment. The next activity was to assess the results of the pretest and posttest that had been carried out by 33 students of class VIII MTsN 4 Kampar. Based on the testing of the pretest and posttest data, it can be seen that there was a significant increase in the knowledge and skills of learning poster texts after learning using a poster text learning module containing Riau Malay culture.

The evaluation stage is the final stage of the ADDIE development model. At this stage, the results of the product assessment and feedback on the product assessment from expert validators, Indonesian language teachers, and students are presented. The evaluation in this research and development refers to the assessment scores from expert validators, responses from Indonesian language teachers, and responses from students. Based on the results of the validation of the Riau Malay cultural poster text learning module product, it was obtained from expert validators with an overall average value of 4.55, with a percentage of 91.16%, with a very good category. Furthermore, the assessment from Indonesian language teachers, obtained an overall average value of 4.22, with a percentage of 85.30%, with a very good category. Finally, the results of students' assessments of the Riau Malay cultural poster text learning module product obtained an overall average value of 4.66 with a percentage of 93.14% in the very good category.

CONCLUSION

Based on the analysis of student needs from interview activities and questionnaire distribution, it is necessary to develop a learning module for poster texts containing Riau Malay culture for class VIII MTs. This development is carried out as an effort to help teachers and students achieve learning objectives more effectively and an effort to introduce culture to students, especially Riau Malay culture. The stages of the module framework design are arranged in a structured, systematic, and clear manner. The design includes the beginning, the content, and the end. Based on this design, the module is then developed. The development stage contains the realization of the module product design. The development steps at this stage include activities to create and modify the module. Furthermore, validation is carried out by expert validators, namely material and language experts, media, and culture. Based on the validation results, the product of the poster text learning module containing Riau Malay culture is declared worthy of being tested. Based on the trial or implementation data, it was stated that there was a significant increase in students' knowledge and skills competencies after learning to use the poster text module containing Riau Malay culture. Referring to the data on the difference in pretest and posttest values, the poster text learning module containing Riau Malay culture is very effective for use in learning. The final stage in this research and development is to conduct an evaluation. The evaluation was conducted based on the results of product validation and user responses, namely teachers and students. Based on the evaluation data, the product of the Riau Malay cultural poster text learning module received a very good category and was suitable for use in learning.

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