DEVELOPING E-MODULE BASED ON RIAU MALAY CULTURE AS TEACHING MATERIAL FOR DESCRIPTIVE TEXT AT SMPN 17 PEKANBARU

Ayu Azura¹, Jismulatif², Dahnilsyah³

e-mail : ayu.azuraa662@gmail.com¹, jismulatif@lecturer.unri.ac.id², dahnilsyah@lecturer.unri.ac.id³ Phone Number: 0895-2508-7168

> English Language Education Study Program Department of Language and Arts Faculty of Teacher Training and Education Universitas Riau

Abstract: This study was intended to develop an electronic module based on Riau's local wisdom as teaching material for descriptive text and to discover its level of validity. Thus, this study applied the Research and Development (R&D) using the 4D model introduced by Thiagarajan et al. (1974). The data of this study were collected through an interview with an English teacher at SMPN 17 Pekanbaru, the validation sheet by media and material experts, and responses questionnaires by teacher and students. The results of this study show that the validity results obtained from the media expert is 85.71% which categorized as Valid, and the validity results from the material expert is 98.80% which categorized as Highly Valid. The results of the teacher response questionnaire showed 98.52% which was categorized as Very Practical, while the results of the student response questionnaire received 76.21% which was categorized as Practical. Therefore, the e-module was declared valid and feasible for seventh grade students at SMPN 17 Pekanbaru. The use of the e-module can serve an alternative teaching material and help improve students' understanding of descriptive text, as well as broaden their understanding and appreciation of local culture, especially Malay buildings.

Keywords: E-module, Riau Malay Culture, Descriptive Text

PENGEMBANGAN E-MODULE BERBASIS BUDAYA MELAYU RIAU SEBAGAI BAHAN AJAR TEKS DESKRIPTIF DI SMPN 17 PEKANBARU

Ayu Azura¹, Jismulatif², Dahnilsyah³

e-mail : ayu.azuraa662@gmail.com¹, jismulatif@lecturer.unri.ac.id², dahnilsyah@lecturer.unri.ac.id³ Nomor HP: 0895-2508-7168

> Program Studi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa dan Seni Fakultas Keguruan dan Ilmu Pendidikan Universitas Riau

Abstrak: Penelitian ini bertujuan untuk mengembangkan e-modul berbasis budaya lokal di Riau sebagai bahan ajar untuk teks deskriptif di SMPN 17 Pekanbaru dan untuk mengetahui level validitas e-modul yang telah dikembangkan. Karena itu, penelitian ini menerapkan metode Research and Development (R&D) dengan mengikuti model pengembangan 4D yang diperkenalkan oleh Thiagarajan et al. (1974). Instrumen pengumpulan data pada penelitian ini adalah wawancara dengan guru mata pelajaran bahasa Inggris di SMPN 17 Pekanbaru, angket validasi oleh ahli media dan materi, serta angket respon oleh guru dan siswa. Penelitian ini menunjukkan bahwa hasil validasi ahli media adalah 85,71% yang dikategorikan sebagai "Valid," dan hasil validasi ahli materi adalah 98,80% yang dikategorikan sebagai "Sangat Valid." Hasil angket respon guru menunjukkan 98,52% yang dikategorikan "Sangat Praktis," sedangkan hasil angket respon siswa menunjukkan 76,21% yang kategorikan "Praktis." Oleh sebab itu, e-modul dinyatakan valid dan layak digunakan sebagai bahan ajar untuk teks deskriptif di SMPN 17 Pekanbaru. Penggunaan e-modul dapat menjadi alternatif untuk bahan ajar serta membantu meningkatkan pemahaman terhadap teks deskriptif peserta didik dan memperluas pemahanan dan apresiasi terhadap budaya lokal terutama bangunan Melayu.

Kata Kunci: E-modul, Budaya Melayu Riau, Teks Deskriptif

INTRODUCTION

Education aims to create an environment that supports students in developing their potential holistically, encompassing spiritual, personality, skills, and intelligence aspects (Aprijon et al., 2019). In the national education system, English language learning plays a significant role as a fundamental tool to face the era of globalization. English is taught from elementary to higher education levels, considering its position as an essential international language (Iswari, 2017).

However, English language learning in Indonesia still faces various challenges, particularly in regions like Riau. Siswandi (2018), noted that the main obstacles include a lack of diverse teaching materials, ineffective teaching methods, and limited use of relevant learning media. This is further supported by the researcher's teaching experience at a junior high school in Pekanbaru, where the teaching materials used were still limited to printed textbooks provided by the school. This reliance on textbooks has resulted in a lack of variety in the learning process, which impacts the effectiveness of learning (Amali et al., 2019).

The Merdeka Curriculum, which was implemented in 2022 by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), provides an opportunity to introduce innovations in learning, including through the integration of local wisdom. According to Shufa (2018), local wisdom-based learning plays a crucial role in strengthening students' cultural identity while also enhancing the relevance of learning to the local context. On the other hand, Ainia (2020), emphasizes that the incorporation of local cultural elements in learning can encourage students to better understand and appreciate their cultural heritage.

Riau, as one of the regions with a rich and distinct Malay culture, holds great potential to be integrated into learning. Various elements of Malay culture, such as arts, customs, language, and local traditions, can serve as inspiration in the teaching and learning process (Agustina et al., 2018). The use of culturally-based teaching materials, such as e-modules, is not only relevant to the needs of modern education but also has a positive impact in introducing and preserving local cultural heritage (R & Susanti, 2019).

Culturally-based learning has become a relevant approach to enhancing students' connection with the learning material. The integration of local culture not only supports the understanding of academic content but also strengthens students' cultural identity. Moreover, the Merdeka Curriculum emphasizes the importance of using contextual, relevant teaching materials that support meaningful learning. In this context, the development of e-modules based on local culture can be an innovative solution to meet the needs of modern education while preserving the values of regional culture.

Previous studies have demonstrated the importance of integrating local culture in the development of teaching materials. For instance, a study by Noviarni et al., (2023), proved that a Riau Malay culture-based learning module in mathematics was highly valid, practical, and effective in enhancing students' understanding. Additionally, this study also showed that locally-based learning materials can help students comprehend the subject matter while fostering appreciation for their own culture.

In the field of English language learning, a study by Murdianto et al., (2021), resulted in a constructivist-based e-module that proved effective in increasing student engagement and understanding of descriptive texts. However, this study did not explicitly integrate local cultural elements. Both studies serve as crucial references for the development of e-modules that are not only digital but also incorporate local culture.

Building on these previous studies, the present study aims to develop an e-module based on Riau Malay culture for teaching descriptive texts to seventh grade students at SMP Negeri 17 Pekanbaru. This e-module is expected to help students better understand the learning material while also enhancing their cultural literacy. By integrating local wisdom into the teaching materials, this study also contributes to the preservation of Riau Malay culture amidst the advancement of globalization.

RESEARCH METHODOLOGY

The type of research used was development research, also known as research and development (R&D). In developing the research product, this study used the 4D model (four-D model) introduced by Thiagarajan et al. in 1974. As the name suggests, the 4D model consisted of four stages: define, design, develop, and disseminate. The following is the procedure for developing an e-module based on Riau Malay culture as teaching material for descriptive text:

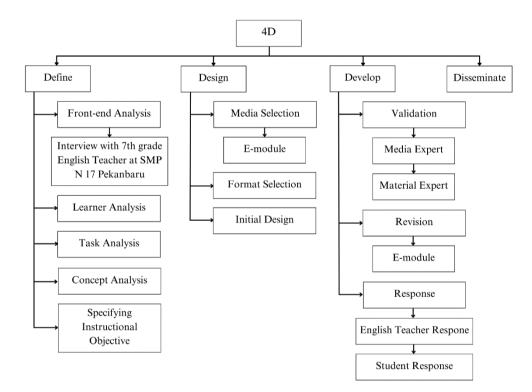


Figure 1. The development procedure in the study

This study used the 4D model to create the research product. Using the 4D model, the define stage as the initial phase serves as a need's analysis step in the learning process. In this stage, the researcher identifies the fundamental challenges faced by English teachers at SMPN 17 Pekanbaru in teaching descriptive texts. Additionally, the researcher analyzes the students' needs and establishes specific learning objectives aligned with the Merdeka Curriculum. Subsequently, in the design stage, the researcher begins to design the research product, namely the e-module. During this process, the researcher selects the media and format for the e-module based on the students' needs and the principles of e-module development. The next stage is develop, where the initial draft of the e-module undergoes a series of validations and revisions by media and

content experts to ensure the product's validity before implementation. Once deemed as valid by the experts, the researcher collects feedback from teachers and students through response questionnaires regarding the use of the e-module. In the final stage, referred to as disseminate, the researcher distributes the developed e-module to English teachers at SMPN 17 Pekanbaru as part of the product dissemination process.

The population of this study consisted of seventh-grade students at SMPN 17 Pekanbaru. The sample selected was the 7.5 class students from SMPN 17 Pekanbaru during the 2023/2024 academic year. The researcher used an interview guide, a validation sheet, and a response questionnaire as the data collection instruments. The purpose of the interviews was to gather information regarding the challenges faced in teaching English. The expert validation process aimed to validate the e-module as teaching material. The teacher and student response questionnaires were used to gather feedback on their responses to the use of the e-module.

The data obtained through research instruments were analyzed using both quantitative and qualitative methods. In this study, the analyzed data includes the validation results by media expert and material expert regarding the e-module based on Riau Malay culture for teaching descriptive text, as well as the questionnaire results from teacher and students concerning the e-module. The data from the research instruments were analyzed using the percentage of the average score.

RESULT AND DISCUSSION

Result

The present study employs the 4D model, originally formulated by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel in 1974, as a framework for developing an E-module. The 4D model comprises four distinct stages: define, design, develop, and disseminate. Each of these stages is further explained as follows:

Define

The define stage involves determining the development requirements. Fundamentally, this stage serves as the needs analysis phase in the learning process. This stage comprises five phases, including: front-end analysis, learner analysis, concept analysis, task analysis, and specifying instructional analysis.

First, the front-end analysis was carried out to identify and determine the challenges encountered by both teachers and students at the junior high school level during the teaching and learning process. An interview was conducted with an English teacher for the 7th grade at SMPN 17 Pekanbaru, aiming to collect detailed information on the conditions and challenges faced in the classroom. The interview revealed the limited availability of teaching materials that align with the current curriculum and students' needs. This highlights the urgent need for effective and interactive instructional tools to support the learning process.

Second, learner analysis was conducted to obtain a comprehensive understanding of the challenges faced by students in the learning process. Learner analysis in 7th grade at SMPN 17 Pekanbaru revealed the need for more relevant and interactive teaching materials. Observations showed that existing materials were insufficient in supporting students' understanding and achieving learning objectives effectively.

Next, task analysis focuses on identifying indicators and learning outcomes based on the Kurikulum Merdeka, specifically for 7th-grade descriptive text material. This process ensures the e-module aligns with curriculum standards, emphasizing the reading-viewing skill (CP) and referencing the Learning Objectives Framework (ATP) for junior high school descriptive texts.

Then, concept analysis determined the material for the teaching resources, focusing on descriptive texts for 7th grade students and incorporating elements of Riau Malay culture. The material includes the definition, social function, structure, linguistic features, and examples of descriptive texts aligned with the Kurikulum Merdeka. The emodule, structured into learning activities, provides explanations, exercises, selfassessments, and evaluations to achieve learning objectives (TP1, TP2, TP3) effectively.

Finally, instructional analysis formulates indicators aligned with the Kurikulum Merdeka to support the Pancasila Student Profile and relevant skills. Based on task and concept analyses, the e-module focuses on reading-viewing and follows teaching module guidelines to ensure an organized learning process and achievement of objectives.

Design

In this stage, the researcher designs the teaching materials based on interviews with 7th grade English teachers and observations of students as part of the needs analysis. This stage comprises three phases, including: media selection, format selection, and initial design. The media selection aligns instructional materials with the content and students' needs, addressing the lack of teaching resources through an e-module based on Riau Malay culture to support the Merdeka Curriculum and cultural literacy. The format selection organizes content, methods, and tools, designing elements like style, images, and text for the e-module titled "English E-module Based on Riau Malay Culture," tailored to meet teacher and student needs.

The initial design of the e-module was created based on the selected format. The researcher organized the content using elements such as style, images, and text to create an engaging and interactive e-module. The framework includes several components, namely a cover, preface, guidelines for using the e-module, table of contents, concept map, introduction (elements learning outcomes and initial competencies, learning objectives, and brief description), descriptive text material explanation (definition, general structure, linguistic features), examples of descriptive texts, practice questions. evaluation, answer key, glossary, and references. The researcher designed all components of the e-module using the Canva application. The draft of the e-module in the design stage can be seen in Figure 2.



Figure 2. The draft of the e-module

Develop

In the develop stage, the research product is finalized. This stage includes e-module validation by experts and product trials. The chosen experts meet the criteria of holding a master's degree and having extensive relevant work experience.

The research product was evaluated by media and material experts, and their feedback was used to revise it until it was validated and deemed suitable for use. The media validation of the e-module was conducted by Prof. Mahdum, M.Pd., a lecturer in the English Study Program at Universitas Riau and an expert in educational media development and technology. The questionnaire consisted of fourteen statements, divided into three categories: graphic aspects, multimedia and language aspects, and practicality and operation aspects. While, the material validation of the e-module was conducted by Rizky Gushendra M.Ed., a lecturer in the English Study Program at Universitas Islam Negeri Sultan Syarif Kasim Riau. The questionnaire consisted of twenty-one statements, divided into two categories: material/content suitability aspects and presentation aspects. The results of the media and material expert's validation are detailed in Table 1.

Table 1. The Results of The Expert's Validation

No.	Aspect	Total Score (%)	Category
1.	Media	85.71%	Valid
2.	Material	98.80%	Highly Valid

As shown in Table 1 above, the media expert's validation yielded a total score of 48 with a percentage of 85.71%, which was categorized as *Valid*, and the material expert's validation yielded a total score of 83 with a percentage of 98.80%, which was also categorized as Highly Valid. As a result, it can be confirmed that the developed emodule is valid for use as teaching material for descriptive text in junior high school. In response to the suggestions received during the validation at the develop stage, several adjustments have been made to improve the e-module. Some suggestions by the media expert include: the concept of the e-module should be reflected on the cover, the emodule should be add the multimedia concept, and consistency in language use. Besides that, some revisions by the material expert include: no bold type in normal text and practice tests should be provided after each reading topic. To provide more information, the layout of the e-module in its final revision can be seen in Figure 3.



Figure 3. Final revision of the e-module



Figure 4. Final revision of the e-module

Subsequently, the English teacher evaluates the product for its suitability and practicality, followed by a product trial to gather practicality feedback from students. The practicality of the e-module was assessed using questionnaires for both teacher and student responses. The results of the teacher's and student response questionnaire are detailed in Table 2.

No.	Aspect	Total Score (%)	Category
1.	Teacher	98,52%	Very Practical
2.	Students	76,21%	Practical

Table 2. The Results of the Teacher's and Student Response Questionnaire

As shown in Table 2 above, the teacher's response questionnaire yielded a total score of 67, yielding a percentage of 98.52%, which was categorized as *Very Practical*, while the response questionnaire completed by the students received a score of 2,259 with a percentage of 76.21%, which was also categorized *Practical*. As a result, it can be confirmed that the developed e-module is practical for use as teaching material for descriptive text in junior high school.

Disseminate

The last stage is disseminate, in the disseminate stage, the e-module is ready for distribution to teachers and students in two formats: a downloadable PDF for offline use and a link for online. This ensures easy integration into the learning process.

Discussion

Following the development of the e-module and analysis of the study data, a discussion is presented to address the study problems. In this research discussion, there are two main sections. The first section covers the e-module development process, and the second section presents the validity level results of the e-module as teaching material for descriptive text in junior high school.

First, the development of the e-module began with the application of the 4D model developed by Thiagarajan, (1974). This model includes four stages: define, design, develop, and disseminate. In the define stage, data were obtained through five analyses: front-end analysis, learner analysis, concept analysis, task analysis, and instructional objectives analysis. In the design stage, three key steps were carried out: media selection, format selection, and initial design. In the develop stage, the e-module was validated by experts to ensure its quality. Finally, in the dissemination stage, the e-module was distributed to teachers and students, similar to the study conducted by Faisal et al., (2021), which also used the 4D model to develop educational products.

Through this structured approach, the e-module development process created a systematic and comprehensive framework for developing instructional materials as a research product. The goal is to produce an e-module that effectively supports the teaching of descriptive text while also introducing local wisdom, namely Riau Malay culture.

Second, the validation results of the developed e-module indicate that it has been classified as *Valid* by the media expert and *Very Valid* by the material expert. This indicates that the e-module is suitable for use by 7th grade students at SMPN 17 Pekanbaru. A comparison of the analysis from several related studies, including those by Indrawati et al., (2022) and Matsun et al., (2019), reveals that the validation results of the developed e-module also show a high validity level and are deemed suitable for use as teaching material in the learning process.

Next, positive feedback was received from the teacher, who stated that the e-module is *Very Practical*, and from the overall responses of the students, who stated that the e-module is *Practical*. This indicates that the e-module can enhance students' understanding of descriptive text material while also broadening their understanding and appreciation of Riau Malay culture. Additionally, this e-module can serve as a teaching material that integrates local wisdom into the learning process in alignment with the principles of the Merdeka Curriculum. A comparison with previous studies, including those by Rosinta et al., (2023) and Latif & Talib, (2021), reveals consistent positive responses from both teachers and students. This collective support reinforces the notion that the developed e-module can be considered reliable and effective teaching material in the learning process.

Overall, the descriptive text e-module developed for seventh grade students has successfully met all the required criteria as teaching material for reading descriptive texts in junior high school. This e-module is designed to enhance students' understanding of descriptive text content while also broadening their understanding and appreciation of Riau Malay culture, as well as motivating them to learn flexibly, anytime and anywhere.

In relation to previous studies, the process of teaching and learning English has shown positive outcomes after the use of the e-module. Gunsri et al., (2023) has found that the e-module serves as an engaging alternative for independent learning, helping to improve students' reading skills. Additionally, the locally-based e-module meets the criteria to be used as teaching material while simultaneously enhancing the local cultural literacy of seventh grade students (Latif & Talib, 2021).

The development of educational products based on the Merdeka Curriculum is a step in the right direction. This curriculum has varying impacts depending on its implementation in each school and the expertise of individual educators. Student learning outcomes and participation have shown positive improvements. The effectiveness of this curriculum is able to enhance and adjust teaching approaches, helping to achieve better results for students at the junior high school level (Rahma & Hindun, 2023). In line with this study, as explained in the study background, the development of the e-module is aligned with the current curriculum, namely the Merdeka Curriculum.

This study provides valuable recommendations for teachers regarding the use of emodules as teaching materials and inspires them to develop pedagogical resources that effectively support English learning objectives. Furthermore, this e-module can serve as an alternative learning tool that integrates local wisdom into the learning process in alignment with the principles of the Merdeka Curriculum. Align with Ariyani et al., (2024), it is stated that this interactive teaching material can serve as a reference for teachers in enhancing the quality of learning at schools while preserving cultural heritage and local wisdom.

This study supports previous studies that has used e-modules in educational institutions. The researcher has developed an e-module that is tailored to the local culture, specifically Riau Malay culture, and is technology-based, so it can be used by both teachers and students in the learning process. The development of this e-module aligns with the principles of the Merdeka Curriculum, particularly in terms of utilizing technology-based learning tools.

Despite the positive responses to the e-module based on Riau Malay culture, this study has several limitations. One significant limitation is the narrow scope of the measured variables, which focused solely on the responses of teachers and students. Other potentially relevant factors, such as the long-term impact on material comprehension or the e-module's effectiveness in different learning contexts, were not assessed. Additionally, it is important to note that the current e-module is designed to enhance reading and viewing skills. This points to opportunities for future research to explore these aspects in greater depth.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the results of the study, the following conclusions can be drawn: 1) The development of the e-module based on Riau Malay culture for descriptive text learning is deemed valid based on media validation results, with a percentage of 85.71%, making it suitable for use in the learning process. While, material validation indicates that this e-module is highly valid for use in education, with a percentage of 98.80%, ensuring that the content aligns with the learning objectives. 2) Teacher feedback on the use of this e-module is also very positive, showing a very high level of practicality with a percentage of 98.52%, supporting the effectiveness of the e-module in teaching descriptive text in junior high schools, as well as introducing Riau's local wisdom, especially those related to Malay buildings. 3) The product trial was conducted in 7th grade at SMPN 17 Pekanbaru to measure student responses. The trial results indicate that this e-module is practical and well-received by students in the learning process.

Recommendation

The recommendations provided by the researcher based on the development of an emodule based on Riau Malay culture as teaching material for descriptive text are as follows: 1) Teachers should further improve their skills in creating varied teaching materials by designing learning media according to students' needs. The e-module is one of the alternative media that can be developed by teachers as a creative and innovative tool to make learning more meaningful and engaging. 2) Future researchers are expected to conduct research on the development of the e-module based on Riau Malay culture for other skills in learning English. Additionally, it is suggested to expand the scope of variables studied to further enhance the research and development outcomes.

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