



THE INFLUENCE OF CREATIVE READING TEACHING MATERIALS BASED ON RIAU MALAY IN HIGHER EDUCATION

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Abstract

Implementation of teaching materials based on Riau Malay culture is used to determine the effect on students' creative reading skills. The importance of teaching materials for lecturers to facilitate the delivery of material in lectures. The aim of the research was to determine the influence of creative reading teaching materials based on Malay culture on creative reading skills. This study uses a quasi-experimental method with a one group pretest-posttest design with a sample of 40 PGSD students. The results of the study to measure the effect must follow several stages, namely the normality test produced that the value of $0.002 < 0.05$ is not normally distributed. Homogeneity test $0.371 > 0.05$ then the results of the hypothesis are homogeneously distributed. Because of the two tests with different results, the data is not normal and homogeneous so that parametric testing is needed to find the effect of creative reading teaching materials based on Riau Malay culture by conducting the Wilcoxon test. Then the effect test was carried out $0.011 < 0.05$, it was concluded that the use of creative reading teaching materials based on Riau Malay culture had an effect on students' creative reading skills. In addition, these findings can be a reference for the development of other teaching materials that highlight regional cultural values to improve learning outcomes in various subjects.

Keywords: Teaching Materials, Creative Reading, Riau Malay Culture.

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INTRODUCTION

The competence to develop teaching materials should ideally be mastered by lecturers well, so that the lecture material can be delivered well, directed and independent from students. If teaching materials are not used, learning becomes conventional, including the lecturer's activities being more dominant and conversely students are less active because they tend to be listeners (Kurniaman et al., 2022). The development of teaching materials is important for lecturers to improve the quality and efficiency of learning (Ramadhan, 2020). The teaching materials developed have an important role for both lecturers and students (Ramli, 2018). In developing teaching materials, especially modules, lecturers need to pay attention to the procedures and components of the module (Ahmada, 2021). These components include subject reviews, introductions, learning activities, exercises, summaries, formative tests, and answer keys for formative tests and follow-ups. The use of modules in the learning process in a class can be done in individual or classical learning systems (Mentari, 2020).

Research on the use of Riau Malay culture-based teaching materials in creative reading is still limited, although the great potential for integrating local culture in language and literature learning is very relevant to the educational context in Indonesia. The existing GAP lies in the lack of studies that combine aspects of Riau Malay culture as learning material content that can improve students' creative reading skills. Several studies have shown that the use of local culture-based teaching materials can increase students' motivation and understanding of the subject matter (Hermawan, 2019; Suyanto, 2020), but specific applications for Riau Malay culture in the context of creative reading have not been widely discussed. Further research is needed to develop and evaluate the effectiveness of Riau Malay culture-based teaching materials in improving students' creative reading skills, as well as understanding how local culture can play a role in shaping students' creativity and imagination in the reading process.

The development of creative reading teaching materials based on Riau Malay in reading literacy is still very minimal. This literacy is a trend in education that is a very hot issue, especially in higher education (Pradana, 2020). Concerns about the decline in literacy skills in students are due to the use of technology that makes reading strategies no longer used because students prefer to listen and watch without having to think (Luyten, 2022). The decline in reading comprehension strategies can act as a mediating variable in the impact of online chat on reading literacy (Reddy et al., 2023). So that the use of teaching materials can restore students' ability to use various strategies in reading, especially creative reading which is able to produce products after carrying out reading activities.

Creative reading is a creative thinking process in reading literacy needed to solve problems related to creativity, creative thinking produces creative thinking, which is called creativity (Sigit et al., 2023). Creative thinking is a form of thinking to find answers, methods or new ways to respond to a problem to solve problems (Yılmaz Özelçi, 2023). Another definition

of creative is that creative people will look for new things, find and develop new things (Ellianawati et al., 2025). Someone who is used to thinking creatively in his life will have an impact on a creative personality (Nasution et al., 2023). This will form a creative person who is usually more organized in action, innovative plans and original products have been carefully estimated in advance by considering the problems that may arise with their implications. To imply learning with reality, local wisdom is needed as a reading concept to increase love for Indonesian culture, especially Riau Malay culture.

Riau Malay culture provides values that are rooted in a culture that is clearly not a concrete material object, but tends to be a kind of guideline for human behavior. In that sense, to study it we must pay attention to how humans act in a local context (Leong, 2020). Under normal circumstances, people's behavior is expressed within the boundaries of norms, etiquette, and laws associated with a particular region (Fajri, 2020). However, in certain situations where culture faces challenges from within or from outside, responses in the form of reactions can occur.

National character is built from core ethical values that originate from religious values, state philosophy and culture (Sylviani, 2020). Values that originate from the nation's culture are very numerous and diverse and contain noble national values that can make this nation have strong social capital to build a superior civilization (Sofyan, 2020). However, today's reality shows that the noble values of the nation's culture are facing many challenges, due to the rapid influx of external values that enter and intervene in the original values of the nation's culture (Bin-Tahir, 2020). Riau culture is almost the same as the culture in Sumatra, Malaysia, and Singapore (Syahza, 2020). This is because their adjacent areas make the typical cultural tribes of the Riau region dominated by the Malay tribe. The Malay customs and culture regulate the behavior and activities of the people who live in Pekanbaru. This culture is also influenced by the cultures of Muslims.

Character can be considered as human behavioral values related to God Almighty, oneself, fellow human beings, the environment, and nationality which are manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, law, manners, culture, customs, and aesthetics (Hermino, 2020). Along with this, character becomes a very important thing, because it is a reflection of what a person always does, or in other words that character is the basis for how a person behaves or acts, of course through habits (through local wisdom) that are often carried out in everyday life (Lyesmaya, 2020). So the formulation of the problem in this article is whether there is an influence of creative reading teaching materials based on Riau Malay culture on students' creative reading skills.

METHODS

The one-group pretest-posttest quasi-experimental research method is a common approach used to evaluate the effects of an intervention without randomization. In this design, researchers measure the dependent variable before and after an intervention in the same group. This allows researchers to observe changes that occur as a result of the treatment, although they cannot fully control for external variables that may affect the results. This design is often used in educational and psychological contexts to assess the effectiveness of new programs or techniques (Creswell, 2014). Although this design has drawbacks, such as the potential for bias and the lack of a control group, it still provides valuable insights into the impact of an intervention. Researchers must be careful in interpreting the results, because the changes observed cannot always be directly attributed to the treatment. Therefore, it is important to report findings transparently and consider other factors that may affect the results of the study (Trochim, 2006).

The sample of this study was 40 Elementary School Teacher Education students of FKIP, University of Riau, by providing learning treatment using creative reading teaching materials based on Riau Malay culture, to improve students' creative reading skills. The research instrument used to obtain data on students' creative reading skills with 4 (four) aspects of Fluency, Flexibility, Originality, and Elaboration. For more details, see Table 1 of the creative reading research instrument.

Table 1. Creative Reading Instruments

No	Aspect	Indicator
1.	Fluency	Formulate the answer
		Expressing ideas
		Criticizing objects
2.	Flexibility	Interpret
		Looking for alternative answers
		Categorize
3.	Originality	Plan new things
4.	Elaboration	Resolve issues with detailed procedures
		Testing

The research data collection technique employs a pre-test and post-test design to gather relevant data on the subject under study. The data obtained from these tests will be systematically processed and analyzed using SPSS version 25, a statistical software that facilitates accurate and efficient data analysis. This approach ensures that the data processing is conducted effectively, enabling the researcher to measure and compare outcomes before and after the intervention or treatment.

RESULTS

The results of this study are data on students' creative reading skills carried out by carrying out reading literacy learning actions using creative reading teaching materials based on Riau Malay culture. The implementation of learning was carried out as many as eight meetings which began with a pre-test first to determine students' creative reading skills to be compared with post-test data so that the effect of reading literacy learning can be known. To find the effect, there are several stages that must be passed in the form of data normality testing as seen in Table 2 and Table 3.

**Table 2. One Sample Test
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		40
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.87241855
Most Extreme Differences	Absolute	.201
	Positive	.201
	Negative	-.142
Test Statistic		.201
Asymp.Sig. (2-tailed)		.000 ^c

- a. Tes distribution is Normal
- b. Calculated from data.
- c. Liliefors Significance Correction

The data provided are from the results of the analysis of unstandardized residuals in regression, which is used to test whether the residuals (the difference between the observed values and the values predicted by the model) are normally distributed. In this data, the sample size (N) is 40, which means that the analysis was performed on 40 observations. The average value of the residuals is 0, which indicates that overall, the regression model is not biased in its predictions, because the average difference between the observed and predicted values is zero.

Meanwhile, the residual standard deviation is 4.872, which measures the extent to which the residuals are spread around the mean. The smaller the standard deviation, the more consistent the residuals are with the model's predicted values. In addition, this data also shows extreme differences between the observed residuals and the expected normal distribution. The largest absolute difference value is 0.201, with the largest positive difference being 0.201 and the largest negative difference being -0.142.

In this normality test, the test statistic used is 0.201, which reflects the extent to which the residual data deviates from the normal distribution. The results of the normality test show a significance value (Asymp. Sig.) of 0.000, which is less than 0.05. This indicates that we can

reject the null hypothesis that the residual data follows a normal distribution. Thus, it can be concluded that the residuals in this model are not normally distributed, which means that the normality assumption is not met. As a result, the regression model may need to be improved or use alternative techniques to overcome this problem.

Table 3. Normality Test
Tes of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.248	40	.000	.903	40	.002
Posttest	.222	40	.000	.902	40	.002

a. Liliefors Significance Correction

According to the pretest and posttest data, the results of creative reading skills are seen from the research hypothesis if the Sig Value < 0.05 is not Normally Distributed, or if the Sig Value > 0.05 is Normally Distributed. Based on the SPSS calculation, it is shown that the value of $0.002 < 0.05$ is not Normally Distributed. Furthermore, a homogeneity test is carried out as seen in Table 4.

Table 4. Homogeneity Test

Levene Statistic	df1	df2	Sig.
.811	1	78	.371

Based on Table 4, the results of the homogeneity test, it is hypothesized that the Sig Value > 0.05 or $0.371 > 0.05$, so the results of the hypothesis are homogeneously distributed. Because of the two tests with different results, the data is not normal and homogeneous, so parametric testing is needed to find the effect of creative reading teaching materials based on Riau Malay culture by conducting the Wilcoxon test as seen in table 5.

Table 5. Wilcoxon Influence Test

	Posttest-Pretest
Z	-2.533 ^b
Asymp. Sig. (2-tailed)	.011

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks

Based on Table 5, the influence test using the Wilcoxon test is because the pretest and posttest data are not normal and homogeneous. So from the analysis data if the Sig Value < 0.05 = Then the hypothesis is accepted. Value $0.011 < 0.05$ then it is concluded that the use of creative reading teaching materials based on Riau Malay culture has an influence on students' creative reading skills.

DISCUSSION

Creative reading is an important skill for prospective elementary school teachers, because it not only improves understanding and mastery of the material, but also develops critical and creative thinking skills that are essential in the learning process (Yılmaz Özelçi, 2023). Through creative reading, prospective teachers can stimulate students' imaginations and create an interesting learning atmosphere, as well as help students relate the concepts learned to their daily experiences (Kurniaman, et al., 2020). To facilitate more meaningful delivery in learning, it is necessary to create teaching materials that can facilitate creative reading learning (Kurniaman et al., 2022). Creative reading teaching materials based on Riau Malay culture provide convenience with stages of thinking to facilitate understanding for students with an influence of 0.011 in creative reading learning.

Significance value of 0.011 which is smaller than 0.05, it can be concluded that the use of creative reading teaching materials based on Riau Malay culture has a significant influence on improving students' creative reading skills. This shows that the application of teaching materials that integrate local cultural elements, such as Riau Malay culture, can improve students' abilities in creative reading, which in turn supports the development of their literacy skills (Pradana, 2020). Overall, the results of this test support the importance of using contextual and culturally based teaching materials in improving students' reading skills (Taffe & Gwinn, 2007). The use of teaching materials that are relevant to local culture can provide added value in the learning process, especially in facilitating the development of students' creativity in reading and understanding texts (Negoro et al., 2023).

Creative reading encourages students to form an understanding of a reading text, and then develop a reading product by producing something different, for example drama texts, poetry and others (M et al., 2024). Good teaching materials must meet the validation criteria by several experts and have usefulness in learning that can influence student learning (Syaifudin et al., 2024). Creative reading teaching materials must provide a positive contribution to changes in reading ability which is evidence as an evaluation of teaching materials based on Riau Malay culture. Creative reading is very important for students because it can significantly improve their reading literacy, which is a basic skill in the academic world (Damaianti et al., 2020). Creative reading skills enable students to not only understand texts literally, but also to develop critical and analytical thinking about what they read (Švajger, 2022). Through creative reading, students

are encouraged to think more deeply, connect information from various sources, and interpret texts in more innovative and reflective ways (Kargin et al., 2023). In addition, this skill helps students overcome various academic challenges, such as constructing strong arguments, generating new ideas, and solving complex problems (Fauzan et al., 2023). Furthermore, creative reading can also enrich their insights, improve writing skills, and encourage personal development, as they learn to see the world from various perspectives (Syafudin et al., 2024). Therefore, creative reading not only functions to improve literacy skills, but also plays an important role in character formation and students' readiness to face future challenges.

Riau Malay culture is content integrated into teaching materials to provide benefits to students' understanding of culture (Hastuti, 2020). This teaching material presents various Riau Malay cultural content to be introduced to students in order to maintain cultural sustainability, and also provides a rich learning process by providing a more relevant and meaningful context for students (Khusna, N, Adji, 2024). Amidst the challenges of globalization that are increasingly eroding local identity, education based on local wisdom is urgently needed to form a generation that is able to understand and appreciate its own culture, while remaining competitive in the global arena (Kurniaman et al., 2023). Therefore, teachers who are skilled in creative reading tend to be more successful in teaching and motivating students. Therefore, prospective teachers need to cultivate this skill to create a dynamic and effective learning environment.

CONCLUSION

The influence of creative reading teaching materials based on Riau Malay culture contributes to improving students' creative reading skills, because the stages of reading that students must go through make it easier to understand a reading. The reading text in this teaching material provides context to Riau Malay culture to preserve culture and become a society that loves culture. The development of teaching materials must be designed by contributing to developing students' creative reading skills in college in improving reading literacy. Lecturers must provide more exercises that are intended to develop students' skills and provide varied learning. Therefore, the implementation of learning using this teaching material is still on a limited scale due to the limitations of researchers, so that researchers who continue can continue on a wider scale so that more contributions occur.

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