DEVELOPMENT OF READING TEACHING MATERIALS BASED ON RIAU MALAY FOLKLORE TEKTS TO ENHANCE STUDENTS' LITERACY QUALITY

Fira Salsa Arifannisya[1] , Asnawi[2]
Pendidikan Bahasa dan Sastra Indonesia, Universitas Islam Riau
E-mail: firasalsa01@student.uir.ac.id

Abstract

The reading teaching materials used by students of the Indonesian Language and Literature Education study program at Riau Islamic University do not yet contain folklore texts. Based on field data, there are still not many reading teaching materials found in the Pekanbaru Riau area. The aim of this research is to describe the need for reading teaching materials containing Riau Malay folklore texts to improve the quality of student literacy. This research is qualitative research that uses questionnaires and interviews as research instruments. The respondents in this research were students of the Indonesian Language and Literature Education study program at Riau Islamic University who had taken the aesthetic reading course. The results of this research are in the form of a description of the need for reading teaching materials containing Riau Malay folklore texts to improve the quality of literacy for students in accordance with the appropriateness standards for teaching materials which include (1) aspects of appropriateness of teaching materials, (2) aspects of appropriateness of content, (3) aspects presentation of teaching materials, (5) linguistic aspects supporting teaching materials for reading folklore.

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INTRODUCTION

One part of learning resources is teaching materials. Teaching materials are the main thing that every educational unit needs to have which can make it easier for us in the teaching and learning process. Every educator is required to have teaching materials as a reference in his teaching, so that educators must be able to study and observe the entire meaning in it so that it can be absorbed well. According to Depdiknas (2009)., all types of materials that help teachers or instructors in carrying out teaching and learning activities are called teaching materials. Furthermore Suyono & Hariyanto (2016) explained that the purpose of teaching materials is to support a continuous learning process by providing a structured collection of information, concepts, principles and methods. In essence, teaching materials are something that contains knowledge and information that can be learned by its users.

The author's creation of teaching materials aims to support the government program stated in Permendiknas Number 16 of 2007: instructors are required to become professional educators who have the ability to make teaching materials. The aim is to foster creative and inventive learning. According to Asnawi (2017), this encourages educators to make their own learning plans for each lesson carried out because instructors know the learning demands that must be met every year.

Teaching materials can be written or unwritten materials and are related to resources that are arranged sequentially, with the help of these educational resources, a good learning environment can be created (Kristian et al., 2016). Teaching materials have the following objectives: 1) facilitate the learning process; 2) shifting the focus of educators from teacher to facilitator; 3) improve the quality of learning; and 4) functions as a guide for educators (Mukhlis & Asnawi, 2019).

There are four categories for various types of educational materials: (1) Visual aids for instruction, which are separated into print and non-print versions. Books, worksheets, modules, brochures and other printed educational resources. Models and examples are examples of non-printed teaching materials; (2) audio teaching materials (audio); examples include vinyl records, cassettes, radio, etc.; (3) audio-visual teaching materials (audio); examples include films and compact discs; and (4) interactive multimedia teaching materials, for example CAI (Computer Assisted Instruction), interactive multimedia learning compact disks (CDs), and web-based learning materials.

Pribadi (2009) said that education is a process that is deliberately created to give people the opportunity to learn. Learning can be understood as a process of expanding a person's knowledge and understanding through a series of deliberate actions that change him or her and bring about good change. Saefuddin & Berdiati (2014) explain that through education a person will acquire new skills, information and abilities.

In the study program majoring in Indonesian Language and Literature Education there is a reading learning course. The competencies in the RPS for reading learning courses at Riau Islamic University are 1) The nature of reading (M1), 2) Basic concepts of reading learning (M2), 3) Principles, planning and procedures for reading learning (M3), 4) Problems of reading learning (M4), 5) Character education and reading learning (M5), 6) Reading teaching materials in character education lessons (M6), 7) Reading comprehension learning (M7), 8) Comprehension methods (M8), 9) Competency tests reading (M9), 10) Assessment of education-based reading learning (M10), and 11) Observation of reading learning (M11).

One of the four language skills that everyone must have is reading. It cannot be denied that reading is a window to the outside world. Furthermore, Switri, et al (2022) said a number of media perspectives show that reading regularly and having a tendency to understand what is read can be beneficial for a person's physical and mental health.

A person must go through a learning cycle (learning to read) to acquire the ability to read. One way to think of learning to read is as a series of tasks that students complete to develop their comprehension skills. Learning to read is not only necessary for reading comprehension, but also allows us to use reasoning skills and engage in all psychological processes when interpreting and critiquing reading. According to Simbolon (2016) learning to read carefully aims to do more than just teach how to spell words correctly also makes it possible to infer meaning from written texts.

Below the author explains the weaknesses and strengths of several books that have been found in libraries approaching material about learning to read. First, the book Literacy Learning Strategies to Improve Literacy Skills in Mathematics, Science, Reading and Writing. The advantage of this book is that it has clear explanations and concepts in each discussion (there are concepts, procedures, methods and strategies). This book can be found easily, both in libraries and in any bookstore. This book can also be used as reference material for people who want to conduct research. The weakness of this book is that there is only one chapter that discusses material about learning to read. In this chapter, the author of the book only explains two reading learning materials, namely reading comprehension and careful reading. In these two materials, the author of the book only presents basic concepts by explaining several opinions of other experts, and is not discussed in more detail in them. In the remainder of chapter 6, the author of the book discusses procedures, methods and strategies that explain pre-reading activities, reading activities and post-reading activities.

Second, the book Language Learning Based on Character Education. The advantages of this book are that the material contains clear explanations and concepts in each discussion, the material explained uses simple language so that it is easy for readers to understand, a number of materials are presented in the sub-chapters, namely, 1) the meaning of learning to read, 2) direction and orientation of reading learning, 3) current conditions of reading learning, 4)

principles of reading learning, 5) reading learning planning, 6) reading learning procedures, 7) integration of reading learning procedures with character education, and 8) several character education-based reading comprehension learning method. Furthermore, the weakness of this book is that there is only one chapter that discusses material about learning to read, namely only chapter 7, so the material explained is incomplete.

Third, the book Reading Learning Strategies and Techniques. The advantage of this book is that the material content in each chapter has a very detailed explanation so that it will be easy for readers to understand, for example in chapter 6 there are skimming and scanning reading techniques. The material presented has a language style that is easy to understand the meaning and purpose of the chapter. The weakness of this book for readers is that the material presented is too much from chapters 1 to chapter 8, causing a feeling of boredom when reading the material.

Research by Chamalah et al (2020), which addresses teaching resources for reading folklore with character education to develop a critical literacy culture for students at Sultan Agung Islamic University, is pertinent to this study. A description of the need for teaching materials is provided by the research's findings, which include (1) elements related to learning to read folklore, (2) elements related to the need for teaching materials for reading folklore, (3) elements related to the need for teaching materials' content, (4) elements related to the presentation of teaching materials, (5) elements related to the need for character education values to be included in teaching materials for reading folktales, and (6) elements related to the presentation of teaching materials for reading. The following study is titled "Development of Folklore Teaching Materials Containing Blitar Local Wisdom for Class X" and was conducted by Varizia et al (2020) According to these findings, folklore teaching materials that incorporate Blitar local knowledge satisfy the "feasible" requirements and can be used as a basis for further efforts. It is hoped that the instructional resources created, particularly the folklore lesson in class X, would serve as an alternative to traditional classroom instruction.

To improve language skills, one of which is reading, of course it is necessary to develop quality reading teaching materials, apart from that, to introduce and preserve Riau Malay culture and contribute to innovation and renewal of reading teaching materials, it is necessary to develop reading teaching materials containing Riau Malay folklore texts. It is hoped that this teaching material will function more to build character because folklore is a means of education that contains personality.

Based on the problems found in the observations above, the author is interested in conducting development research which will hopefully be able to produce teaching material products in the form of reading learning books that can be used by parties in need. Based on observations that have been made, it shows that there are still not many teaching materials for reading learning books found in the Pekanbaru Riau area. Therefore, the researcher raised this

problem in research with the title "Development of Reading Teaching Materials Based on Riau Malay Folklore Tekts to Enhance Students' Literacy Quality".

METHODS

This research is qualitative research regarding the need for reading teaching materials containing folklore texts to improve the quality of student literacy. The subjects of this research were 80 semester 4 and 6 semester students of the Indonesian Language and Literature Education Study Program at Riau Islamic University who had taken the Aesthetic Reading course, selected using a random sampling technique, and 4 Indonesian language lecturers at Riau Islamic University. This research was conducted at the Indonesian Language and Literature Education Study Program, Riau Islamic University. This research was conducted in the classroom for 2 months from July to September 2024. This research was conducted at the Indonesian Language and Literature Education Study Program, Riau Islamic University. The data collection techniques used were interviews, questionnaires and documentation. Interviews were conducted with students, in order to find out their needs, knowledge, responses and expectations regarding Indonesian language learning activities, especially regarding the quality of literacy. The research instruments are interview guidelines and questionnaires in the form of lecturer and student questionnaires. The questionnaire is related to the substance and physicality of reading teaching materials containing folklore to improve the quality of student literacy. The questionnaire used in this research was addressed to students and lecturers using open questions consisting of several answers as choices. The questionnaires used are needs, validation and response questionnaires. Below is a grid of the questionnaire instrument:

Table 1. Grid of the Language Eligibility Instrument Sheet

Aspect	Question Items	Amount	Score
Straightforward	1, 2, 3	3	
Communicative	4, 5, 6	3	1-5
Dialogic and Interactive	7, 8	2	
Suitability to Student Development	9,1	2	

Table 2 Grid of the Content Eligibility Instrument Sheet

Aspect	Question Items	Amount	Score
Conformity of Material Description with Competency	1, 2, 3	3	
Accuracy of Material	4, 5, 6, 7, 8, 9	6	
Update of Material	10, 11, 12, 13	4	1-5
Encourage Curiosity	14, 15	2	
Presentation of Material	16, 17, 18	3	
Enrichment	19, 20	2	

Table 3 Grid of Presentation Instrument Sheet

Aspect	Question Items	Amount	Score
Presentation Techniques	1, 2	2	
Presentation Support	3, 4, 5, 6, 7, 8	6	1-5
Coherence and Sequence of Thought Flow	9, 10	2	

The data analysis technique used in this research is quantitative and qualitative descriptive analysis. This qualitative descriptive analysis was used to analyze data and information from the needs analysis for developing reading teaching materials containing folklore texts to improve the quality of student literacy. Quantitative descriptive data analysis by calculating the percentage of each indicator in the teaching material needs category developed using the following formula:

$$\text{Score Percentage} = \frac{Number\ of\ Indicators\ Per\ category}{Total\ Number\ of\ Categories} \times 100\%$$

RESULTS AND DISCUSSION

This reading teaching material containing folklore texts highlights Riau Malay folklore as the folklore included in it. This reading teaching material containing folklore texts contains several aspects that have been developed, namely language aspects, content aspects and presentation aspects. The following is a description of these aspects:

Aspects of Language Adequacy Needs

The following table 4 explains the aspects of language suitability requirements for the profile content of teaching materials for reading learning containing Riau Malay folklore texts. The results of the profile analysis of reading learning teaching materials containing Riau Malay folklore texts in the aspect of language suitability requirements consist of four indicators. These four indicators can be described as follows:

Table 4. Language Eligibility

Aspect	Percentage (%)	Category
Straightforward	78%	Enough
Communicative	82%	Good
Dialogic and Interactive	73%	Enough
Suitability to Student Development	80%	Good
Average	78,5%	Enough

From the table above, you can get an idea of the aspects of language appropriateness requirements for reading teaching materials containing Riau Malay folklore texts. Based on the first indicator, regarding language fluency, the results were 78% in the sufficient category. Furthermore, the communicative indicator of language, it is known that 82% said it was very communicative, in the good category. The next aspect regarding dialogical and interactive, obtained a result of 73% in the sufficient category. The next indicator, regarding recommendations for suitability with student development, obtained a result of 80% in the sufficient category.

Based on the language aspect components above, a score of 78.5% was obtained with the criteria "feasible" to be implemented in learning. Linguistic aspects are indeed the basis of activities that students must master, these aspects are used as a means to understand and use language for certain purposes. The language used in this reading teaching material is in accordance with the student's level of intellectual development, this can be seen through the language used in the folklore teaching material which is communicative and easy to understand and the choice of words is appropriate to the student's level. The text uses language that is communicative, interactive and appropriate to student development. This is in line with the opinion of Ningtyas & Rahmawati (2023) that the language used in each teaching material is adapted to students' intellectual development. Through simple, easy to understand language and the language used is also appropriate to the level of socio-emotional development. Asnawi et al. (2023)said that the teaching materials developed must meet the characteristics of students in Riau and have the characteristics of complete information to make it easier for students to understand and reflect students' knowledge in comprehending reading widely. In line with Rahmayantis (2016) research, so far no reading teaching materials have used Malay texts to reflect students' reading knowledge and experience digitally. Therefore, it is very necessary to develop e-book-based reading teaching materials by using elements of Malay culture as material for more effective learning.

Aspects of Content Feasibility Requirements

The following table 5 explains the aspects of the appropriateness requirements for the content of reading learning teaching materials containing Riau Malay folklore texts. The results of the content analysis of teaching materials for reading learning containing Riau Malay folklore texts in the content suitability requirement aspect consist of six indicators. These six indicators can be described as follows.

Table 5 Feasibility of Content

Aspect	Percentage (%)	Category
Conformity of Material Description with Competency	82%	Good
Accuracy of Material	83%	Good
Update of Material	80%	Good
Encourage Curiosity	80%	Good
Presentation of Material	85%	Good
Enrichment	85%	Good
Average	82,5	Good

From the table above, you can get an idea of the aspects of the appropriateness requirements for reading learning teaching materials containing Riau Malay folklore texts. Based on the first indicator, regarding the suitability of material descriptions with competencies, the results were 82% in the good category. In the second indicator, regarding Material Accuracy, the results were 83% in the good category. The third indicator, regarding the Update of Materials, was found to be good. 80% said it was good. The fourth indicator, regarding encouraging curiosity, was found to be good by 80%. In the fifth indicator, regarding Material Presentation, the results were 85% in the good category. The sixth indicator, regarding enrichment, obtained results of 85% in the good category. Overall, the average was 82.5% in the good category.

The reading teaching material containing folklore texts contains basic competencies or learning outcomes of folklore that are adjusted to the syllabus for 4th semester students, namely Students are able to explain various theories and basics in mastering reading skills and are able to practice these theories in reading practice. The material presented in the reading teaching material using Riau folklore is taken from an accurate source, namely from a book entitled "Cerita Rakyat dari Riau" by B.M. Syamsuddin owned by the Riau Islands Province Library and Archives Service. In addition, the folklore text and questions in this story teaching material also contain supporting materials regarding folklore so that students do not experience difficulties when studying and working on the practice questions in the teaching material. In the teaching material developed, there is a folklore from Riau entitled 'Hikayat Hangtuah" which is found in

the chapter on literary tourism visits. Each student is required to read and understand the contents of the story, because on the next literary visit students are asked to work on questions that are sourced from the story "Hikayat Hangtuah".

The developed teaching materials have several weaknesses, namely that these teaching materials are not accompanied by instructions for use because these teaching materials require students to be able to learn independently. Reading folklore is an activity to develop literary skills. By reading folklore, it can support linguistic aspects and improve cultural skills and improve literacy quality. In the opinion of Aritonang & Pangaribuan (2021) that teaching materials are said to be worthy of presenting their content if the teaching materials discuss core competencies and basic competencies which are contained in accordance with the learning objectives presented in each discourse. Apart from that, this teaching material also encourages students' curiosity. Supported by research by Hapsari & Wulandari (2020) that texts formulated in Indonesian language learning are implementations of cultural systems, social systems, personality systems and behavioral systems that apply in society. The presence of cultural context (values, norms) in texts can be used as teaching material. In line with research by Sembiring & Darwis (2024) with the help of folklore-based teaching materials, it can improve students' memory in understanding local wisdom around them, as well as help teachers support learning as a reference source for teaching materials.

Aspects of Presentation Feasibility Requirements

The following table 6 explains the aspects of the need for appropriateness of presenting the content of teaching materials for reading learning containing Riau Malay folklore texts. The results of the content analysis of the profile of teaching materials for reading learning containing Riau Malay folklore texts in the aspect of presentation appropriateness requirements consist of three indicators, namely (1) presentation technique, (2) presentation support, (3) coherence and sequence of thought flow. These three indicators can be described as follows:

Table 6. Feasibility of Presentation

Aspect	Percentage (%)	Category
Presentation Techniques	82%	Good
Presentation Support	82%	Good
Coherence and Sequence of Thought Flow	80%	Good
Average	81,3%	Good

From the table above, an overview can be obtained regarding aspects of the feasibility of presenting teaching materials for reading learning containing Riau Malay folklore texts. Based on the first indicator, regarding presentation techniques, it was found that 82% were in the good category, and the second indicator, regarding presentation support, the results were 82% in the good category. Furthermore, the third indicator, regarding Coherence and Consistency of Thought Flow, was found to be 80% in the good category. So an average of 81.3% was obtained in the good category and suitable for use as teaching material.

The presentation of this material has an important role in making it easier for students to learn the material in these teaching materials. The presentation is carried out in a hierarchical manner, namely from basic material to the most difficult material. The presentation of teaching materials is made interesting by providing presentation support in the form of images. The presence of images makes students more motivated to read and understand the text. In line with research conducted by Vaziria et al. (2022) who developed folklore teaching materials containing Blitar local wisdom for class is in Blitar as an icon of the theme of this textbook, namely highlighting the local wisdom of Blitar. The color combination on the cover is black, green and white. The cover design layout is created while paying attention to the harmony between layout, size and color to attract readers. This research is also in line with research conducted by Rusmani & Asnawi (2023), where the research was about reading learning textbooks containing Riau Malay folk verita texts. His research shows that students expect the availability of reading learning textbooks that are in accordance with the characteristics of textbooks which include reading learning needs, content appropriateness aspects, presentation appropriateness aspects, language appropriateness aspects, and content aspects of Riau Malay folklore texts.

Reading teaching materials containing Riau Malay texts can improve the quality of students' cultural literacy, this is because Riau Malay folklore has a projection system. This folklore can be assessed positively. Stories can be used as media to provide good understanding for children. To reduce the strong influences of global culture, literacy and public awareness of the importance of preserving local culture are needed. The current situation is that many young people are starting to not know their own culture. Supported by the opinion of Kurnia et al. (2023) assert that in order to promote children's early literacy development, culturally appropriate reading materials must be made available to them. Children's literacy, future education, and character development all benefit greatly from reading materials that are culturally appropriate.

The findings of the needs analysis for teaching materials for reading folklore include character education to develop a culture of critical literacy for students in the area of the need for presentation of teaching materials for reading folklore consisting of three indicators, according to research by Chamalah et al (2024) namely (1) form of presentation of material, (2) presentation of examples, (3) form of questions. Supported by research by Nawawi & Samdhi

(2019) that locally based teaching materials aim to provide reading that is close to students' lives and experiences by highlighting local diversity within the local area where students live. By providing teaching materials that are close to students' experiences and lives, students will be more helped in the reading comprehension process. According to Kriswantara & Perdana (2021), Indonesian language teachers can develop students' critical literacy skills by increasing students' interest in reading. Reading activities will create creative and critical reasoning power. Students' critical thinking characteristics can develop with good reading skills. The struggle with folklore literary texts that are read intensively indirectly forms the process of acquiring in-depth knowledge about human life.

CONCLUSION

Based on the results of research on the development of reading teaching materials containing texts from Riau Malay folklore, they are as follows that the needs analysis shows that Indonesian Language FKIP students at Riau Islamic University need the development of reading teaching materials that integrate Riau Malay culture. This is done to provide reading teaching materials that are easier to understand, interesting and practical to use. Apart from that, this development is also one way that can be done to preserve and disseminate Riau Malay culture.

Reading teaching materials containing Riau Malay story texts are suitable for use as teaching materials in Indonesian language content for students because they are based on the percentage of needs questionnaire results per aspect which can be described as follows: 78.5% of the language aspects are in the sufficient category, 82.5% the content aspect is in the good category, and 81.3% of the presentation aspect is in the good category. Reading teaching materials containing Riau Malay folklore texts can be used as a medium to improve the quality of student literacy.

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