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Critical Reading Teaching Materials Show R-Tam-Based Malay Teaching Loaded with Humanist Literacy: Future Language Learning Innovations

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Abstract: Critical reading teaching materials need to be innovated to fit the demands of future language learning. Critical reading learning needs to be combined with local cultural components to make teaching materials contextual. Therefore, it is necessary to play the role of Tunjuk Ajar Melayu (TAM, Show Malay Teaching), designed with humanist literacy-laden R-TAM using an online learning platform to create learning that suits the demands of future language learning. TAM is the principle of Malay community life in Riau. The principles of Malay society have shifted their role in today's life. This problem is the basis of socialization through learning to future generations in an effort to anticipate the loss of Malay principles of life. This research was conducted in Pekanbaru, Riau, Indonesia, with the research subjects of lecturers and students of Indonesian Language Education. Data collection methods included observation, questionnaire, and interview. Data were processed using reflective analysis with the help of AntCon and Tag Crowd. The researchers described that the characteristics of future critical reading teaching materials require innovation with the content of R-TAM-based technology, which contains humanist literacy using critical psycho-didactic approaches, and TAM.

Keywords: critical reading, Tunjuk Ajar Melayu, R-TAM.

批判性阅读教材显示基于电阻-谭的马来语教学充满人文素养：未来语言学习创新

摘要: 批判性阅读教材需要创新，以适应未来语言学习的需求。批判性阅读学习需要与当地文化成分相结合，使教材具有情境性。因此，有必要扮演显示马来亚亚惹(谭，显示马来语教学) 的角色，它设计了人文主义素养的电阻-谭，使用在线学习平台来创建适合未来语言学习需求的学习。谭是廖内马来社区生活的原则。马来社会的原则已经改变了它们在当今生活中的作用。这个问题是通过向后代学习以预测马来人生活原则的丧失而进行社会化的基础。这项研究是在印度尼西亚廖内省的北干巴鲁进行的，研究对象是印度尼西亚语言教育的讲师和学生。数据收集方法包括观察、问卷调查和访谈。在蚂蚁金服和标记人群的帮助下，使用反射分析处理数据。研究人员描述，未来批判性阅读教材的特点需要基于电阻-谭技术的内容进行创新，其中包含使用批判性心理教学方法的人文素养和谭。

关键词: 批判性阅读，表演马来语教学，电阻-谭.

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1. Introduction

Teaching materials are an important complement in language learning. The importance of these components can be identified from how accomplished the learning objectives are. It is impossible to achieve effective learning objectives without the accuracy of selecting and supplying teaching materials. The materials designed should refer to the content of the material and the learning model that you want to do. Teaching materials that refer to material and model serve to facilitate the learning process. Therefore, good learning is strongly influenced by the accuracy of

learning objectives and teaching materials [1]. The important thing in designing teaching materials is that the content of teaching materials must be based on the characteristics of students. Teaching materials can help lecturers and students in teaching and learning activities to establish effective communication when learning occurs.

Teaching materials can also help students' activities in the learning process so that students do not rely on lecturers as the only source of information [2]. In other words, the expected learning goals will be achieved easily. The materials designed should comply with the Indonesian National Qualification Framework, syllabus, indicators, and learning objectives. Lecturers can consider these things in providing proper teaching baghan [3]. Teaching materials can be well designed by lecturers who must go through the supply of materials and completeness appropriate and careful [4]. The accuracy in question refers to the aspects of student characteristics, models and learning methods, and assessment forms.

Every proper teaching material is designed with KKNI in mind. In the process of learning to read, students and lecturers must use forms of teaching materials or teaching aids that are diverse and appropriate to the students' characteristics. Teaching aids are used to improve learning outcomes, motivate, and develop student attitudes in learning activities [5]. Therefore, teaching materials based on local cultural content is one form of authentic teaching materials and is very appropriate to be used by lecturers in the learning process. However, the form of teaching materials and teaching materials used by many lecturers do not pay attention to it until now. All of this happened because the design of teaching materials used was not based on the distinctive aspects of students and aspects of local culture.

Furthermore, the fundamental problem is that lecturers do not develop teaching materials that meet the current needs and students' characteristics. Lecturers prefer to use existing teaching aids. Even its relevance to the students' characteristics is opposite because the teaching materials are designed not for the benefit of students studying in Riau Province but for students in other regions. This condition needs to be updated to restore the nature of reading learning based on local culture. The proper supply of teaching materials can be identified from the achievement of reading courses. Reading skills for students are used as a basis for understanding other disciplines. Therefore, reading courses must be initiated by students since entering the initial lecture. With this condition, lecturers must wisely provide and choose reading materials that match the students' characteristics. They are seen based on cultural background, family, home school, and various other supporting aspects. This is done as a reflective material of lecturers in providing appropriate reading teaching materials to students. For example, students in Riau Province will be more effective in providing teaching materials containing Malay cultural materials than other cultures. This condition becomes a record of lecturers who will provide teaching materials to achieve reading competencies that will be expected.

Reading understanding of reading activities becomes the most important part [6]. All disciplines can be well understood if students have good reading competence. The higher the students' reading competence, the easier it will be to understand the various disciplines discussed. Therefore, reading courses need to be mastered by students to understand other disciplines in the course. This signifies that reading is the most important activity in various sciences [7]. Based on this condition, reading activities need to be motivated by lecturers so that students have a high reading culture. Reading competency is a competency that requires continuous training activities to obtain language skills. The more frequency of readings read, the more skilled a person will be in understanding reading. Reading is assumed to be an attempt to re-establish an understanding in the form of activity [8]. Therefore, reading has a stake in one's intelligence in referencing information. The information obtained in the reading is checked by involving the embroidery of the previous reading [9]. The form of effort to motivate reading activities is to create reading learning innovations that suit the demands of millennial readers.

The frequency and experience of reading the previous reader become the capital to understand the reading. The greater reading experience a person has in reading, the faster the reader understands the reading. In the process of reading, this skill actually reflects the previous reading experience. In the end, the reader makes the experience a source of comparison with the latest information read [10]. Furthermore, the reader's reading experience also serves to interpret the reading results with actual information. This activity of interpreting reading is an activity that is done more thoroughly than the concept of reading. Readers do not just find the information read but also analyze the implied possibilities and meanings outside of reading. The reading information obtained is related to the context of the reading in the form of who the author is, why it is written, and what it is written for. The concept of reading activities like this is called critical reading activities, namely, reading to reveal meanings not contained in reading [10].

Critical reading is simplified as an activity to evaluate reading by reflecting information obtained from reading with the possibility of outside information. Critical reading activities assume from a critical approach that assumes that every reading is impartial. All readings are written with specific interests and purposes. Therefore, in social practice, every reading is a means of expressing ideology with

the purpose of certain interests. All information about ideology and such interests cannot be traced only through the internal construction of readings but involves outside construction. The outer construction of this reading is usually referred to as context. Context is another manifestation that refers to circumstances beyond reading, e.g., culture, norms, customs, and author's conditions. Complex competencies are required for a critical reader to uncover all these circumstances. Thus, the interpretation of critical reading activities can be accounted for the truth [11]. Readers can evaluate writing if they have critical competencies. These competencies relate to the reader's ability to find and remember information, classify, organize, analyze, generalize, interpret, and synthesize [12].

The activity of finding and remembering reading information is necessary to reflect on the reading information with the occurring truth. With this activity, the reader has a source of information that can be used to consider the newly received information in the reading. This information reflecting activity aims to confirm the knowledge it has gained in various readings. In the end, the reader can decide what information is the problem in the newly obtained reading. Furthermore, after getting problems from the information received, readers can continue their activities at the information classification level. In this case, information is grouped proceeding from the decision on information that has been done from the first activity. Once the information is properly grouped, the reader can organize it by providing pieces of information that support or oppose the newly received information [11].

The next activity includes an analysis of reading information by considering the pieces of information that have been obtained in the previous activity. The reader's accuracy and thoroughness are required in this analysis activity. The reader has to assess, weigh, compare, give examples, and find solutions to the information received. After obtaining the verdict from the analysis results, the reader should explain his/her verdict logically and empirically. The activity of providing this explanation is referred to in critical reading as an activity to generalize information. If the information is logically received based on previous considerations can be continued by interpreting the information received. Interpreting this information requires accurate data and evidence as to the basis for interpretation. In this section also the reader involves reflection activities on the information received earlier. At the end of this activity, the activity combines various examples, evidence, and accurate data to be taken a conclusion or policy that can be used as a reference in completing the information [12].

Based on some of these things, the study of tam critical reading teaching material innovation needs to be done to improve the quality of reading learning.

Problems found both in the aspects of teaching materials, the learning process of reading, and the condition of Malay culture in Riau need to be given solutions. The problems in question are usually related to the achievement of learning objectives, materials used, how to provide learning, and evaluation. All of these problems are always found in critical reading learning. Based on the issues that have been raised, this study is focused on the characteristics of TAM critical reading teaching materials based on future language learning innovations. In addition, the topics that will be discussed in this study are devoted only to the level of critical understanding of students towards TAM. Based on this condition, it is necessary to develop critical reading teaching materials based on TAM technology. This requirement aims to improve students' critical reading learning skills to easily and quickly understand the learning materials. TAM critical reading teaching materials should be designed using critical psycho-didactic approaches by utilizing online learning platforms. TAM critical reading teaching materials are innovations paying attention to elements of Malay culture that are all in the instructions/principles of the Malay people. TAM contains the principles of Malay life that are used in these materials. The critical psycho-didactic approach referred to in this study develops students' cognitive and affective abilities that are implemented in critical attitudes.

2. Literature Overview

2.1. Teaching Material Concept

Teaching materials are learning instruments designed to help the implementation of learning. Teaching materials contain approaches, methods, materials, and learning models that match the characteristics of the user. Teaching materials are organized systematically by involving the components of learning as a whole. Ideal teaching materials help achieve a learning goal. Therefore, teaching materials provide a variety of steps in implementing and facing various problems in learning. The quality of teaching materials is characterized by the achievement or not of the expected learning objectives. Learning objectives are measured by reaching each expected indicator. The more systematic and complete the guidelines for implementing the teaching materials, the more it helps the user implement and achieve the objectives. Therefore, each learning end is evaluated to measure whether the teaching materials and learning process can help achieve competence [13].

Furthermore, good teaching materials are prepared with attention to the characteristics of the user. User characteristics can be generalized in the form of materials and approaches used. Material that can be used as a reference as the basis of user characteristics can involve local culture [14].

The materials are designed by paying attention to specific activity units that can facilitate the user. Specific activity units in teaching materials can make it easier for users to apply local cultural principles in learning. The specification units of the teaching materials aim to provide clarity in the implementation to achieve the expected learning objectives. The more specific and detailed the units of activity presented in the teaching materials, the easier the achievements and learning indicators. Specific activity units in teaching materials in the form of simple instructions in understanding and carrying out learning. This specific activity unit is usually correlated with the formulation of learning objectives and the form of evaluation provided at the end of the learning in one expected competency. Each teaching material has the competence and sub-competence to be achieved. The objectives of the learning and the activity unit are carried out in line with the desired competencies. The ideal teaching materials describe clearly and in detail the competence of achievements in learning. A clearer description of existing competency achievements will help users carry out learning as expected in teaching materials. A common problem in some teaching materials is the mismatch between goals, achievement indicators, and competencies. This problem results in a mistake in implementing the expected learning in the learning is not as desired. The error of decreasing learning competency indicators greatly affects the achievement of learning objectives. Therefore, the author of teaching materials must have competence in analyzing and determining indicators of the achievement of the composition of teaching materials [15].

Teaching materials can be created in various forms, such as practicum manuals, critical reading manuals, reference books, enrichment books, and portfolio books [16]. Each teaching material is written with due regard to the feasibility of content, presentation, language, and graffiti of the Ministry of Education 2003 [17], [18]. In standard writing materials, content feasibility includes elements of material coverage, accuracy, *stability,* developing productivity insights, stimulating curiosity (curiosity), developing *a sense of diversity,* and developing *life skills.* Furthermore, the feasibility of the abomination must contain the presentation of learning resources. Language includes stimulating and developing learners' reading skills in a logical and communicative, straightforward, coherent, and consistent way suitable to the language rules. Graphic feasibility includes paper quality, size, and book contents [17].

Teaching materials that are ideal for future language learning must have some *characteristics instructional, contained, stand-alone, adaptive, and user-friendly* [13], [19], [20]. Formulated teaching materials can create independent learning and stimulate the user's life skills. The implementation of this is identified that the teaching materials have a clear learning formula, special activity units, and expectations. In addition, teaching materials must also have a complete source of information. The information presented is not only complete but has up-to-date content and relevance to user characteristics. Teaching materials that are ideal according to the demands of today's learning should consider the content of technology. Technology is utilized for learning needs whose purpose is to facilitate the implementation of learning [21], [22]. Teaching materials consider the high adaptive power to social development, science, and technology. Therefore, the material serves as a means or tool to fulfill learning needs [21], [23]. It is possible to simplify teaching materials and future language learning innovations in ten components based on the concept. These components include (1) TAM critical reading teaching materials explaining a clear goal formulation, (2) having specific activity units, (3) having competence and sub-competence, (4) being independent; not dependent on other sources, (5) integrated with technology, (6) have instructions that help users, (7) easily responded and accessed, (8) pay attention to user characteristics, (9) pay attention to user critical attitudes, and (10) contain local culture [13], [17], [20], [21].

2.2. **Critical Reading**

Critical reading is a high-level intensive reading activity by analysis based on content and context sections. The context of the reading referred to in this concept is the outer parts that affect the meaning that appears to the reading data. Critical reading is understood as reading above the literal reading level. Critical reading focuses the reader on being able to think carefully to analyze and evaluate reading information. In addition, critical reading requires its readers to carry out marked interpretations through conclusions and even the discovery of implications.

Furthermore, critical reading is a reading activity by positioning oneself to be able to reflect and give consideration to reading. Therefore, critical reading is often equated with reading evaluation. Evaluation is done by rechecking and applying information read in other aspects outside the reading [24]. All literal reading activities are contained in critical reading activities. Simply put, it can be stated that critical reading activities are activities that include literal reading. All of those activities are well combined as a circle that has the same role. In critical reading activities, readers have been required to have critical competencies and assume all readings are none of which are neutral [11], [25], [26].

Critical reading is expressed as a reading activity by evaluating the quality of writing in terms of information inside and outside the reading. Critical reading seeks to study the ideology contained in a reading that the author delivers to his or her readers.

Thus, it can be asserted that critical reading is intended to study the ideology that arises against writing. Critical reading is done by looking at writing with such deep attention. Therefore, this activity requires the reader's complex competencies, such as conscientious, analytical, active, and reflective ones [11]. Critical reading activities are actively identified from the reader's activity to think freely and deeply and assume all the information contained in a reading is not certain the truth [25]. Critical reading activities can consist of searching, finding, and questioning information on the reading obtained, whether it complies with logic or precisely contradictory. Analytical critical reading activities can include analyzed reading of sections to find reading logic and compare it with the general logic. Furthermore, reflective critical reading activities are reading activities characterized by conducting a thorough review of critical activities to find the final conclusion.

Critical reading is assumed to imply language competencies in the areas of evaluation, thoroughness, and conscientiousness. Evaluation activities in critical reading are characterized by the thoroughness and careful observation of the information found in the reading. Furthermore, evaluation continues with analyzing the information contained in the reading to gain a complete understanding, followed by reflecting information in the reading by clarifying the intent of the argument, attracting sympathy. This activity of reflecting information can also be in the form of clarifying contrasting information into complete information. The last step is marked by creating a piece of advice based on evidence and reading data by confirming the feasibility and thorough correctness of the information [11], [26].

Analysis in critical reading activities is a core activity that cannot be missed. Readers should analyze the reading by describing the elements to gain a thorough understanding. In detail, this analysis activity includes (1) the activity of re-revealing the reading information read, (2) the activity of describing the information from the reading by providing comparative information to clarify the existing information. (3) interpreting by giving the meaning of the overall reading of some of the analytical activities that have been done. From the results of this analysis activity, the reader can reveal the ideology that exists in reading and can be used as a basis in concluding [9].

Based on certain information presented, the critical reading characteristics can be expressed as follows (1) skills to find and remember information. (2) Skills to classify information received appropriately. (3) The skill of organizing information based on whole parts. (4) The skill of analyzing by considering the activity of assessing, weighing, comparing, giving examples, and finding solutions to problems. (4) Skills to generalize information with accurate evidence. (5) Skills to interpret information by studying and finding solutions

to information problems. (6) The skill of synthesizing information by combining various examples, evidence, and accurate data to be taken [9]; [11], [27]. In general, the characteristics of critical reading can be simplified as follows; (1) focusing and digging information, (2) gathering information, 3) remembering, (4) organizing, (5) analyzing, (6) generalizing, (7) integrating, and (8) evaluating reading.

2.3. Show Malay Teaching (TAM)

Tunjuk Ajar Melayu (TAM), in the form of a description of teaching advice, serves as the basis or example of Malay society in acting. TAM contains good values that can lead a person to virtue. TAM is exemplified to save Malay people in the world and the hereafter [28]. TAM philosophically means principles or guidelines of life in thinking, acting, and behaving towards a person. Every Malay adheres to TAM as the basis for planting cultural norms and values. TAM can be aligned with cultural references and principles that are full of good values. TAM is delivered in a beautiful language and contains a deep meaning for the lives of Malays. The Malays gave instructions not to convey it directly. This indicates that Malays are reluctant to convey the ugliness of others by considering one's disgrace. The Malay people give reprimand or criticism through pantun (poems), gurindam (couplets), and syair (verses). TAM is full of cultural values and Malay compensation. In TAM, the principles of Malay life are described in detail.

yang disebut tunjuk ajar, petuah membawa berkah, amanah membawa tuah,

yang disebut tunjuk ajar, tunjuk menjadi telaga budi, agar menjadi suluh hati.

yang disebut tunjuk ajar, menunjuk kepada yang elok , mengajar kepada yang benar,

yang disebut tunjuk ajar, mencelikkan mata, menyaring telinga, membersihkan hati, menyempurnakan budi, membaikan pekerti [28].

In the phrase, the advice to bring blessings explains that every kindness will be rewarded with kindness; whoever gives pleasure will be rewarded with pleasure. Furthermore, the expression amanah (trust) brings luck means that teaching pointing is similar to a mandate that must be conveyed as a basis for regeneration. People should always spread kind words because it describes their identity. The expression "Telaga Budi" describes TAM as a self-representation of Malays with rules of good behavior. "Torch of heart" is likened to the light in every problem that will occur in life. TAM is used as a reference tool for solving problems that occur.

Meanwhile, the last verse, which reads "opened the eyes", which means that TAM is used as a reference to face the future. Furthermore, filtering the ears means that TAM is used as a reference for the Malay community not to accept information that is not certain the truth immediately. Information received by the

dissection is good so that the community can share it. In TAM, it is also recommended to do introspection by cleaning the liver from all liver diseases. The reason is that liver disease can damage the behavior of Malays. TAM also requires the Malay community to perfect a character that can be identified from their kindness towards others and raise a character to illustrate that the Malay community has the principle of hospitality. [28] TAM plays an important role in the life of the Malay people. A person's Malay lies in how someone has practiced teaching points. Malays uphold TAM to be virtuous, and their lives are safe. Malays who practice teaching points will have a high value in the eyes of God and Malay culture [28]. TAM is a reference for the Malay community in reflecting the values of the Malay culture, which is rich in customs and traditions of hospitality. TAM is formulated as the basis or principle of life for the Malays, which always leads to the good of the world and the hereafter [28].

2.4. Critical Psychodidactics

Psychodidactics is the incorporation of psychological and didactic disciplines. The term psychodidactics is based on psycho and didactic science [29]. Psychology focuses its study on the process of mental formation that affects behavior or attitude. The concept of didactic provides an understanding of how to create effective and efficient teaching and learning. Based on both concepts can be expressed psychodidactic learning process that focuses learners on changing their attitudes [30]. Psychodidactics is multidisciplinary education by emphasizing attention to the behavior and changes of learners, taking into account cognitive factors, affective, knowledge acquisition, personality, learning styles that can be easily understood [31], [32]. Psychodidactics is seen as the creation of effective learning that focuses on attitudes and behaviors [33].

Critical is the activity of giving responses or criticisms based on logical thinking. The critical practice focuses on the understanding that each reading is non-neutral. Information in reading tends to represent the author's perspective on the issue. In the view of critical literacy, learning is directed to assess the objectives, biases, and points of the author's view contained in a reading. Judging is often expressed as evaluating how the author influences the reader to lead to a particular ideology. Linguistically critical studies are based on Halliday's view that language is a semiotic social practice that regards language as a cultural correlation. The analysis is based on the means of situation, terrain, twisting, and target. The situation is intended as a vehicle for interpretation in interpreting the social reading of reading. Critical analysis links language phenomena to social phenomena to uncover specific ideologies. In other words, when associated with education, this concept is dotted from the view of thinking and critical philosophy [12]. The critical

theory assumes that each reading has a certain point of view and assumes the ideology of its creator. The critical theory was developed proceeding from the assumption that reading is non-neutral, has a specific purpose, and is written for a particular purpose. Therefore, to uncover it requires comprehensive critical competence and involves social conreading in carrying out its interpretation.

Critical psychodidactic approaches are focused on developing critical power; identified from analytical, evaluation, and reflection activities. The form of evaluation and analysis is done considering supporting information out of context. Critical psychodidactics is the application of knowledge competencies (cognitive), critical attitudes (affective) and associates them with social conjective behavior (psychomotor) [32], [33], [34]. Critical psychodidactic approaches stimulate competency to reflect information based on experience, evidence, data, and confirmed examples of various events. The critical psychodidactic approach boils down to the development of attitudes through remembering, explaining, comparing, and interpreting reading information read [35]. Critical psychodidactic approaches provide opportunities for students to engage in reflective reading activities that assume they behave and behave when faced with situations of injustice [36], [37].

2.5. Blended Learning

Blended learning (BL) is mixed learning by combining traditional learning with online learning. BL is a learning innovation conducted without knowing the deadline (online) [38]. Learning using BL allows easy access and can be done anywhere. BL provides online learning instruction to achieve educational goals easily [39]. BL is stated as a practice and strategy "where students learn online, with some element of control over their time, place, path, or learning pace to provide an integrated learning experience [3]. Online is a term used to state in the network, connected through a line of computers, the internet, etc.

BL in language learning used today in Indonesia can create innovative and creative learning. BL is intended to be a model or way of learning by launching online-based learning to achieve a learning goal. BL has a good opportunity to create effective critical reading learning by implementing a variety of *platforms. WBT (Web-Based Training)* and *LMS (Learning Management System)* platforms make learning more effective and innovative [40]. In another view, BL focuses on how to play technology in systematically organized and appropriate learning activities. BL is assumed to be an effective tool that can help students and teachers create meaningful learning. BL is believed to be able to create and develop fun and creative learning styles. In addition, BL can be the most significant development in the 21st century towards the world of education. Thus, it can be stated that BL is a

learning tool that can develop high social skills, curiosity, independence, innovation, and creativity. BL thrives in education and training with a good success rate because the learning process is packaged and designed with the help of technology [41]. It has a high representation value towards the achievement of educational objectives. According to an affirmation by Ghazizadeh & Fatemipour [5], the use of BL in learning activities can improve learning quality and create interesting learning. In addition, BL has influenced various activities of human life, including the world of education that has a positive impact [42]. It can be generalized that utilizing BL in learning is believed to improve the quality and achievement of learning.

3. Methodology

This study aims to develop and validate TAM teaching materials for reading [43]. This article only presents the need analysis of the research stage for developing critical reading teaching materials TAM-based R-TAM. This article describes the characteristics of TAM critical reading teaching materials required by the user community. This research was conducted in Pekanbaru, Riau, Indonesia. Respondents to this study involved 15 lecturers and 15 Indonesian language education students as users of TAM critical reading teaching materials. Respondents who were made data in the study were respondents who met the criteria. The criteria for selecting lecturer respondents were: having a certificate of a professional lecturer, engaged in language education, teaching reading, and being active. The following criteria defined student respondents: graduated reading courses, a language education study program, and being active. Respondents were randomly assigned from public and private universities in Riau Province. Data collection methods are conducted with observations, questionnaires, and interviews. Data collection instruments are designed based on the characteristics of effective teaching materials and quality standards of teaching materials that have been simplified from theory [13], [17], [20], [21], and that have previously been conducted validation tests. Data analysis is done with reflective analysis using the help of AntCon and TagCrowd.

4. Results and Discussion

Data obtained from the distribution of instruments is reflectively analyzed with the help of AntCon and TagCrowd. Data instruments were designed based on the concept of teaching material characteristics presented [13], [17], [20], [21]. The concept of teaching material characteristics presented by some experts is simplified and modified by considering the learning of today's language. The characteristics of teaching materials reading TAM referred to in the study are formulated in ten main components. These components are (1) TAM critical reading teaching

materials explaining a clear goal formulation, (2) having specific activity units, (3) having competence and sub-competence, (4) being independent; not dependent on other sources, (5) integrated with technology, (6) have instructions that help users, (7) easily respond and access, (8) pay attention to user characteristics, (9) pay attention to user critical attitudes, and (10) contain local culture. The characteristic component of TAM critical reading teaching material is used to reflect existing critical reading teaching materials that have been used in Riau Province, Indonesia. The reflection data is used to determine which characteristic components need to be developed to fit current or millennial language learning demands.

Based on the respondents' response about the condition of existing critical reading teaching materials, it is necessary to update some components of the characteristics of the teaching material. This respondent's data is sourced from lecturers who have used and have designed critical reading teaching materials. From the distribution of respondents' data, it is known in general that the teaching materials that have been used so far have not met the ten components of future language learning. The constraints and problems are directed at the lack of integration of technology in existing teaching materials. This is a fundamental finding in this study to make meaningful changes or innovations in anticipation of available critical reading teaching materials in Riau Province, Indonesia. The respondents' data identified a percentage of the fulfillment of components of teaching materials that have existed so far. The percentage data of the fulfillment of the characteristic components of critical reading teaching materials are used as basic data on the need to innovate future language learning.

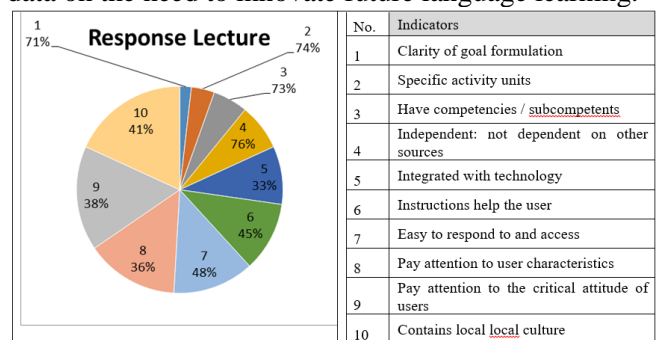| No.	Indicators
1	Clarity of goal formulation
2	Specific activity units
3	Have competencies / subcompetents
4	Independent: not dependent on other sources
5	Integrated with technology
6	Instructions help the user
7	Easy to respond to and access
8	Pay attention to user characteristics
9	Pay attention to the critical attitude of users
10	Contains local local culture

Fig. 1 Lecturers' responses to critical reading teaching materials

Information on the needs of future critical reading materials that correspond to the characteristics of learning in the present is sourced from lecturers' responses and based on student responses. This reflection data is used to ascertain whether the response about critical reading teaching materials provided by lecturers is directly proportional to the response delivered by students. This study was conducted to minimize the invalidity of information needs of teaching materials needed for future learners. The

results of the student responses as a target to the teaching materials that have been used by lecturers so far prove that the case of fulfilling the needs of the characteristic components of critical reading teaching materials compared to the same. This conclusion means that the data of lecturers and students' responses to critical reading teaching materials have the same level of significance. Several characteristic components require development or innovation according to future language learning needs. In general, the percentage of fulfillment characteristics of technology integration components in critical reading teaching materials is very low. Therefore, this data is used as basic data to develop and update critical reading teaching materials that suit the needs of future language learning.

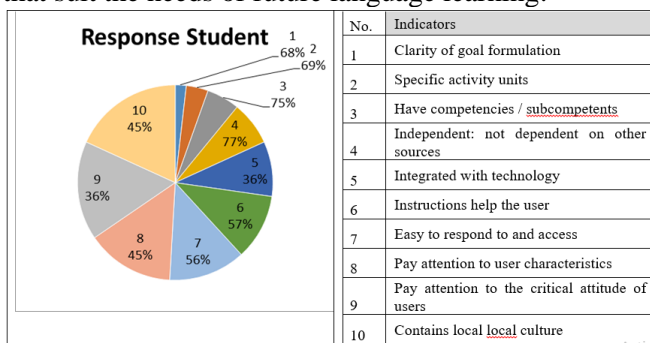| No.	Indicators
1	Clarity of goal formulation
2	Specific activity units
3	Have competencies / subcompetents
4	Independent: not dependent on other sources
5	Integrated with technology
6	Instructions help the user
7	Easy to respond to and access
8	Pay attention to user characteristics
9	Pay attention to the critical attitude of users
10	Contains local local culture

Fig. 2 Students' responses to critical reading teaching materials

Furthermore, to ensure the validity of the findings of the need for teaching materials to read critical language learning in the future, data confirmation is carried out by conducting interviews. The respondents' interview results were actively analyzed with interpreting by TagCrowd aids. From the results, TagCrowd was reanalyzed by linking the percentage of component fulfillment characteristics of existing critical reading teaching materials using the AntCon application. Thus, it can be concluded that whether the component needs to be renewed or not. In detail, the analysis results are presented based on the characteristic components of critical reading teaching materials in the following table.

Based on the ten characteristics of teaching material components that have been stated there are four components that do not require development. This data shows that the four component data already meet the ideal teaching material quality standards. The first component of respondent data showed RD 71% and RM 68 with lexical evidence of analysis [no], [required], [development], [material], [purpose], and [clear]. Furthermore, the second component of the specific unit shows RD 74% and RM 69% data with lexical evidence [no], [required], [development], [unit], [activity], and [specification]. The third component has competencies/sub-competencies with RD data of 73% and RM 75%m of lexical evidence [no], [required], [development], [competencies], [already], [very], [described], and [obviously]. The fourth component of self-reliance;independent of other sources shows RD

76% and RM 77% data with lexical evidence [no], [required], [development], [very], [independent], [source], [already], [complete], [appropriate]. From this data can be interpreted that the four components do not require development.

Table 1 Reflective analysis of respondents' comments with TagCrow application

Km.	Rd.	Rom.	TagCrowd Analysis Lexical Evidence	verdict
1	71%	68%	[no], [required], [development], [material], [purpose], and [obviously]	no need for development
2	74%	69%	[no], [required], [development], [unit], [activity], and [specification]	no need for development
3	73%	75%	[no], [required], [development], [competence], [already], [very], [described], and [obviously].	no need for development
4	76%	77%	[no], [required], [development], [very], [independent], [source], [already], [complete], [appropriate]	no need for | development
5	33%	36%	[technology], [development], [requires], [materials], [learning], [teaching], [we[need], [already], [read]	Need development
6	45%	57%	[development], [requires], [technology], [renewal], [instruction], [learning], [teaching], [material]	Need development
7	48%	56%	[development], [necessary], [technology], [innovation], [ease], [renewal], [still], [ease], [response]	Need development
8	36%	45%	[development], [requires], [malay], [riau], [characteristics], [culture], [material], [material]	Need development
9	38%	36%	[necessary], [approach], [development], [critical], [psychodidact], [attitude], [teaching], [learning], [material]	Need development
10	41%	45%	[malay], [culture], [development], [necessary], [riau], [local], [material], [utilize], [critical]	Need development

Furthermore, there are six components that have not met the ideal quality standards of teaching materials. The kimponent is the fifth component of integrating ecnology with RD data of 33% and RM 36% lexical evidence [of technology], [development], [requires], [material], [learning], [teaching], [we[, [need], [already], [read]. The sixth component 'instructions help users' with RD data 45% and RM 57% lexical evidence [development], [requires], [technology], [renewal], [instruction], [learning], [teaching], [material]. The seventh component is 'easily responded to and accessible' with RD 48% and RM 56% finding data, lexical evidence [development], [necessary], [technology], [innovation], [ease], [renewal], [still], [ease], [response]. The eighth component 'pays attention to user characteristics' with RD data of 36% and RM 45%, lexical evidence [development], [requires], [malay], [riau], [characteristics], [culture], [material], [material]. The ninth component 'concerns the critical attitude of the user' with RD data of 38% and RM 36%, lexical evidence [necessary], [approach], [development], [critical], [psychodidacttic], [attitude], [teaching], [learning], [material]. The tenth component 'contains local culture' with RD data of 41% and RM 45%, lexical evidence [malay], [culture], [development], [necessary], [riau], [local], [material], [utilize], [critical]. Based on the percentage of data and lexical evidence from the analysis using the TagCrowd application can be interpreted that the six characteristic components of critical reading teaching materials have not met the content of quality standards and need to be

developed. Furthermore, to ensure the validity of the data that has been found is done analysis by involving all respondent data by using antcon application.
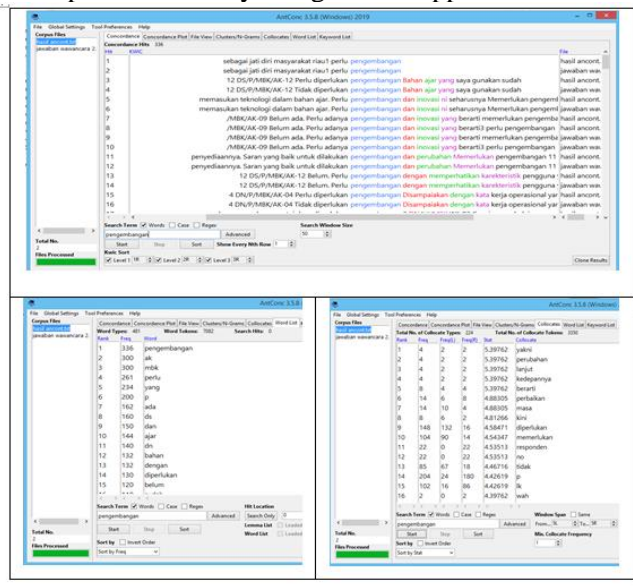

Fig. 3 Reflective analysis of respondents' comments with AntCon application

Based on the analysis results using the AntCon application, the word mining ranks first from the word list analysis and the first rank of concordance analysis. In addition, the word has collocates with the words [change; rank 2, freq 4, freq(L) 4, freq(R) 4, star 5.39762], [improvement; rank 6, freq 14, freq(L) 6, freq(R) 8, star 4.88305], [time; rank 7, freq 14, freq(L) 10, freq(R) 4, star 4.88305], [current; rank 8, freq 8, freq(L) 6, freq(R) 2, star, 4.81266], [required; rank 9 , freq 148, freq(L) 132, freq(R) 16, star 4.58471] and [requires; rank 10, freq 104, freq(L) 90, freq(R) 14, star 4.53513]. Based on the results of this analysis, it can be stated that in general in Riau Province, Indonesia, it is required to develop and innovate critical reading teaching materials by paying attention to technology, characteristics, critical approaches, and local cultural content.

Development is directed with technology content, using the critical approach, paying attention to the character of Malay people, and paying attention to local Malay culture. Recommendations for integrating technology in critical reading teaching materials using R-TAM as an application that presents critical reading teaching materials by paying attention to instructions that help users, easily accessible and responded to. The recommended R-TAM is based on blended learning that can be accessed thoroughly or combined with other online learning platforms to make critical reading learning more innovative. Furthermore, the recommended approach used in critical reading teaching materials focuses on critical psychodidiactic approaches. They are oriented towards developing the critical power of the reader through analysis, evaluation, and reflection. The analysis was conducted with attention to readers, reading, writers, and social

reading. Critical psychodidactics involves the application of knowledge competencies (cognitive), critical attitudes (affective) and associates them with Beck's socially reading behavior (psychomotor) [34]. Critical psychodidactic approaches develop the reader's ability to reflect reading to understand power, inequality, inequality, and injustice. In addition, the reading teaching materials developed are designed to pay attention to the characteristics of Malays, Riau, Indonesia, with the content of Tunjuk Ajar Melayu (TAM) material.

5. Conclusion

The characteristics of critical reading teaching materials in Riau Province, Indonesia, still need to be developed. Of the ten components of critical reading teaching materials, six components did not meet the quality standards of critical reading teaching materials. Therefore, it is necessary to innovate the language learning of the future by paying attention to the content of technology, using critical approaches, and paying attention to the character of Malays. Thus, it can be concluded that the characteristics of future critical reading teaching materials based on R-TAM application technology, using critical psychodidactic approach, paying attention to the character of Malay people, and presenting local Malay cultural material contained in Tunjuk Ajar Melayu (TAM).

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