

Designing English Supplementary Materials Integrated with Riau Malay Heritage for Tenth-Grade Students in Pekanbaru

Marhamah¹, Cyintia Kumalasari², Ratu Ganisa Auliana³, Sumardi⁴

¹ Universitas Islam Riau, Pekanbaru, Indonesia; marhamah@edu.uir.ac.id

² Universitas Islam Riau, Pekanbaru, Indonesia; cyintiakumalasari@edu.uir.ac.id

³ Universitas Islam Riau, Pekanbaru, Indonesia; ratuganisaauliana@student.uir.ac.id

⁴ Universitas Islam Riau, Pekanbaru, Indonesia; sumardi@student.uir.ac.id

ARTICLE INFO

Keywords:

developing;
learning material;
integrated;
local heritage

Article history:

Received 2025-03-15

Revised 2025-04-22

Accepted 2025-05-27

ABSTRACT

English learning materials that incorporate local culture are limited, particularly those that reflect and preserve the Riau heritage. As Malay culture is deeply rooted in Islamic values, integrating these elements into language education can promote cultural transmission while enhancing student engagement. This study aims to design English learning materials that embed Riau cultural elements for tenth-grade students in Pekanbaru. This study adopts a descriptive-evaluative method within the Research and Development (R&D) model proposed by Borg and Gall. The full model includes ten phases, but this research focuses specifically on the design phase (stages 2 and 3): learning objective planning and initial draft creation. Activities during this phase involved identifying and analyzing learning goals, assessing student characteristics, and developing a structured instructional plan. The subjects consisted of 40 tenth-grade students. The design process yielded English learning materials that integrate Riau heritage through culturally relevant texts and context-based exercises. The content was tailored to students' backgrounds to foster deeper comprehension, engagement, and emotional connection with the material. The materials were structured to support language acquisition while simultaneously promoting cultural preservation. Embedding local heritage into English language learning helps students develop linguistic proficiency and cultural identity simultaneously. These culturally infused materials are expected to enhance student motivation, interest, and participation by making learning more meaningful and relatable. This study provides a framework for developing localized educational content that fosters both academic and cultural growth, enabling students to share their heritage with a global audience.

This is an open access article under the [CC BY-NC-SA](#) license.



Corresponding Author:

Marhamah

Universitas Islam Riau; Indonesia; marhamah@edu.uir.ac.id

1. INTRODUCTION

Amidst the challenges of the millennial age and globalization, the imperative for developing English language teaching materials that incorporate Riau Malay culture has gained prominence (Arvianti & Wahyuni, 2020; Marhamah et al., 2018). The aim of this research is to design English learning materials integrated with Riau heritage. This can enhance students' motivation, interest, and engagement throughout the learning process. Furthermore, these supplementary materials can serve as an effective platform to introduce various aspects of Riau Malay heritage (such as language, traditions, folklore, arts, and noble values) to the younger generation from their middle school years. By learning English through the lens of local culture, students will not only master a foreign language but also increasingly appreciate and preserve their own cultural heritage, as well as promote it on both national and international stages. By utilizing this textbook, students can enhance their learning experience, fostering a more inclusive educational environment rooted in their cultural heritage. Consequently, this book endeavors to guide students to become more proficient in English, while also creating more meaningful learning materials that resonate with their lives and help keep their local culture alive, all while adhering to their religious beliefs.

Current English language materials for high school students predominantly feature generic and culturally alien content, neglecting the incorporation of relevant Riau Malay cultural elements. This focus on foreign cultural introductions often impedes students' ability to articulate their thoughts effectively. In Riau Province, Malay culture, a rich and integral component of local identity, offers a valuable resource for integration into the English language learning process, fostering a more engaging and meaningful educational experience. This implies that learning becomes both more impactful and relevant when it resonates with students' cultural backgrounds and prior understanding. Additionally, the social and cultural milieu is instrumental in the process of language development, and language education has the potential to act as a powerful means for preserving and promoting local cultural identity. In the context of research focused on creating English supplementary materials interwoven with Riau Malay heritage, this foundational principle supports the aim of developing educational resources that not only equip tenth-grade students in Pekanbaru with English language skills but also foster a deep affection for and understanding of their Riau Malay cultural heritage. The developing English Material models that integrate local cultural aspects has the potential to significantly enhance student motivation and comprehension of English (Fitriana & Kusrihandayani, 2017; Herdiman et al., 2016; Hidayah et al., 2021).

The 'Merdeka' (Independent) Curriculum delineates two primary categories of language proficiency: receptive skills, encompassing audio comprehension, reading comprehension, and visual literacy, and productive skills, including oral communication, written communication, and presentation skill (Kemendikbud, 2024). These language skills are systematically integrated within textbook content. When instructional materials incorporate elements of Riau Malay culture, students demonstrate heightened motivation and engagement in the learning process. These indigenous cultural components serve as integral aspects of language practice (Armawan et al., 2017; Drani & Susanti, 2022; Supriadi, 2012). Consequently, this model textbook not only enriches students' educational experiences but also cultivates a more stimulating and enjoyable environment for English language acquisition. Enhanced motivation, in turn, contributes to improved academic performance.

The integration of Riau Malay culture within English language textbooks serves to enhance students' linguistic proficiency by grounding it in familiar cultural and environmental contexts (Nikoopour & Farsani, 2011; Wijaya, 2015). This approach demonstrably improves students' comprehension of language application across diverse communicative situations. Furthermore, it aids in the interpretation of subtle nuances and complex meanings. The inclusion of these local cultural components provides students with a deeper understanding of how language functions within specific situational contexts.

Observations and previous research indicate a deficiency in English teaching materials for tenth-grade high school students that integrate elements of Riau Malay culture. Existing textbooks

predominantly adopt a generic contextual approach, with a persistent emphasis on British cultural references. Consequently, this study aims to introduce an innovative approach by foregrounding Riau Malay cultural elements within the content of English language instruction. The researcher has developed a textbook design that encapsulates Riau Malay cultural nuances, thereby enhancing students' comprehension in a manner pertinent to their everyday experiences. This constitutes a novel contribution to the field of pedagogy, as there is a scarcity of teaching materials employing this specific developmental model.

2. METHODS

This study adopts a Research and Development (R&D) design, drawing on the model proposed by Borg and Gall (2003), with a particular focus on the design phase. R&D is defined as a systematic approach to developing or refining educational products through iterative research-based processes. The research also employs descriptive methods during the initial data collection stage to identify instructional goals aligned with the 'Merdeka' curriculum framework for tenth-grade English language instruction.

The methodological process in the design phase involves four main steps:

- Identifying core learning objectives based on curriculum standards,
- Analyzing the selected objectives to ensure alignment with student competencies,
- Assessing learner characteristics and behavior, including linguistic abilities, learning preferences, and cultural background, and
- Formulating specific instructional goals that serve as the foundation for material development.

This structured process is intended to produce a prototype of an English textbook enriched with local cultural elements from Riau, designed specifically for tenth-grade students. The inclusion of regional heritage aims to contextualize language learning and foster greater student engagement. While the current research focuses solely on the design phase, future studies will assess the validity, practicality, and effectiveness of the developed material through expert evaluations, pilot testing, and field implementation.

The participants in this study consist of 40 tenth-grade students from SMA YLPI Pekanbaru, selected to ensure that the materials are tailored to the target demographic and to gather relevant data on user needs and context.

3. FINDINGS AND DISCUSSION

3.1 Findings

Building upon prior research, the initial phase of this study has been successfully completed. The findings from this preliminary stage demonstrated a consensus among both students and educators regarding the inclusion of Riau Malay cultural elements within the English language curriculum. Furthermore, a comprehensive curriculum analysis confirmed the absence of such content in the existing English curriculum framework. Consequently, this research advances to the subsequent phase, which entails the development of a design for an English textbook that integrates Riau Malay culture (Marhamah et al., 2024).

The preliminary stage of this research necessitates the identification of Learning Outcomes instructional materials, and material mapping. As stipulated in the director of the agency overseeing educational standards, curriculum, and assessment (BSKAP) Decree No. 032 of 2024, which delineates Learning Outcomes for Early Childhood, Primary, and Secondary Education within the 'Merdeka' Curriculum, the primary objective of English language instruction is to reinforce a range of linguistic

proficiencies through their amalgamation with diverse textual forms (Kemendikbudristek, 2024). These proficiencies encompass receptive and productive skills, including listening, speaking, reading, viewing, writing, and presenting, thereby enabling students to engage in both oral and written communication. Moreover, the social functions, organizational structures, and linguistic features inherent in the studied text types must be duly considered to ensure the appropriateness of the produced texts for their intended audience. Furthermore, the English language learning experience should embody the attributes of a Pancasila Student Profile, characterized by faith, piety, moral integrity, independence, critical thinking, collaboration, and global awareness.

The pedagogical aims of the English language curriculum are designed to facilitate students in: 1) cultivating communicative competence across oral, written, visual, and audiovisual modalities; 2) fostering intercultural competence through the comprehension and appreciation of both Indonesian and foreign cultural paradigms; 3) nurturing self-assurance in expressing oneself autonomously and collaboratively; and 4) enhancing analytical and imaginative reasoning abilities. The curriculum utilizes a diverse range of text types, including spoken language (both individual speeches and conversations), visual representations, sound recordings, and texts that combine words, images, and sounds. The pedagogical strategies employed within the English language curriculum are tailored to align with the students' developmental stages, ensuring optimal comprehension of the presented material, thereby enabling them to apply their acquired knowledge in authentic contexts through both receptive (listening, reading, and viewing) and productive (speaking, writing, and presenting) linguistic skills.

The table below provides a breakdown of the elements and descriptions pertinent to the English subject.

Table 1. Description of English Language Skill Components

Element	Description
Listening-Speaking	The capacity to comprehend auditory information, demonstrate appreciation for the interlocutor, and provide contextually relevant responses. Listening proficiency plays a pivotal role in students' oral communication, enabling them to articulate ideas, thoughts, and emotions effectively within social interactions.
Reading-Viewing	The competence to comprehend, utilize, and critically evaluate diverse textual genres in accordance with their respective social objectives/functions, thereby empowering students to engage actively within society through their literacy and visual literacy skills.
Writing-Presenting	The capacity to articulate concepts, manifest creativity, and generate content across diverse textual genres, employing methods that are both efficacious and comprehensible, thereby resonating with the intended audience.

The elements of language proficiency are intrinsically interconnected. The listening and speaking components, in particular, are interdependent in the evaluation of oral information reception, thereby facilitating effective interpersonal communication. Listening processes encompass auditory perception, identification, and interpretation of linguistic sounds, along with semantic comprehension. Conversely, the speaking component involves the capacity to provide oral, written, or visual responses.

The reading and viewing components endeavor to cultivate students' comprehension and perspectives concerning textual and visual materials, thereby facilitating effective communication within their local and global communities. These processes involve the extraction of explicit and implicit meanings from a diverse array of text types, fostering the development of critical reasoning skills in relation to presented ideas and messages. The writing and presenting components empower students to generate a variety of textual products, translating the integration of visual and linguistic

elements to reinforce or articulate contextual ideas and messages. Activities encompassed within the writing and presenting components include the production of spoken and written language across various text genres. Consequently, these language proficiency activities can be integrated into the design of the textbook developed within this study. Furthermore, the Learning Outcomes (Capaian Pembelajaran or CP) for the tenth-grade English curriculum in Phase E can be articulated to reflect the cultural dimensions of Riau Malay heritage. Listed below are the Learning outcome and learning materials for English subject Phase E, for tenth-grade high school.

Table 2. Learning Materials for Phase E

First Semester Topics	Second Semester Topics
Text Type :	Text type :
1. Narrative Text	1. Procedure Text
2. Descriptive Text	2. Report text
3. Recount Text	3. Analytical Exposition Text
Language Feature :	Language Feature :
1. Introducing Oneself	1. Time order
2. Future tense	2. Cause and effect
3. Passive voice	3. Agreement
4. Question Tag	4. Give evidence

Feedback from the teachers, students, and headmaster of SMA YLPI Pekanbaru indicates strong support for incorporating Riau heritage into the English learning materials. Based on their input, the content was designed to integrate local cultural elements in a meaningful and educationally relevant way. As shown in Table 2, the curriculum is organized into six thematic units, each highlighting different aspects of Riau's cultural and environmental identity.

- Unit 1 explores Putri Kaca Mayang and the Legend of Batu Belah, offering insights into Riau's rich folklore.
- Unit 2 presents historical landmarks, including Candi Muara Takus, an ancient Buddhist temple, and the Siak Palace, a symbol of Malay royal heritage.
- Unit 3 centers on personal experiences with texts like A Trip to Riau Province and My Unforgettable Experience in Pekanbaru, encouraging narrative writing and cultural reflection.
- Unit 4 features Kopi Joss, a traditional coffee variant, and the local game Gasing, introducing students to regional customs.
- Unit 5 focuses on Traditional Houses and Animals of the Riau Region, fostering environmental and architectural awareness.
- Unit 6 analyzes contemporary issues, such as The Impact of Tourism on Siak's Cultural Heritage and The Impact of Urbanization on Pekanbaru's Environment, prompting critical thinking and discussion.

These culturally contextualized units aim to enhance student engagement while simultaneously promoting language acquisition and cultural preservation.

Table 3. Learning Outcome of English for Tenth-Grade High School Students

Element	Description
Listening-Speaking	Students demonstrate their English communication skills by interacting with teachers, peers, and others in various settings and for diverse purposes. They effectively use questioning and response techniques, as well as strategies for initiating and sustaining conversations and discussions. They showcase their listening comprehension by identifying main ideas and relevant details in spoken texts, such as discussions or presentations on youth-related topics. They utilize English to articulate their perspectives on youth-related issues and engage in discussions about youth interests. They express opinions and make comparative assessments.They begin to use nonverbal elements (gestures, speed and/or pitch) to strengthen/support the message/information being conveyed.
Reading - Viewing	Students actively engage with and respond to a spectrum of texts. They utilize reading as a means of learning and information gathering. They pinpoint and evaluate key details and overarching themes within a variety of textual modalities. These modalities span printed and digital formats, encompassing visual, multimodal, and interactive mediums. They are cultivating an understanding of central concepts, thematic concerns, and narrative arcs across diverse texts. They recognize the author's objectives and refine basic inferential reasoning to decode implied information.
Writing - Presenting	Students write different types of stories and factual texts with help from teachers, thinking about why they are writing and who they are writing for. They plan, write, check, and change their writing, starting to correct their own mistakes. They use simple words and verbs to share their ideas in writing. They show information in different ways, using paper or computers, to match their audience and goals.

To ensure that the learning materials meet the objectives of the English curriculum while integrating cultural content, it is essential to align each unit with specific language skills. These include listening, speaking, reading, and writing, as well as supporting sub-skills such as vocabulary development, grammar awareness, and pronunciation. The components are designed to promote comprehensive language acquisition through culturally relevant contexts. The following table presents an overview of the language skill components embedded in each unit of the developed material.

Table 3. Components of Language Skills

Topic	Components of Language Skills
Unit 1 : Putri Kaca Mayang Unit 2 : Candi Muara Takus: A Ancient Buddhist Temple in Riau Unit 3 : A Trip to Riau Province Unit 4 : Joss Coffee Unit 5 : Lontiok Houses Unit 6 : The Impact of Tourism on Siak's Cultural Heritage	<p>Listening-Speaking</p> <ol style="list-style-type: none"> 1. Listen to Audio about introducing Oneself, Part of Speech : Day, Month, Number, Preposition, Adjective, Noun, future tense 2. Do conversation in pair about Introducing Oneself and Part of Speech : Day, Month, Number, Preposition, Adjective, Noun, Future Tense 3. Listen to Audio about narrative text on title Putri Kaca Mayang 4. Do Role Play 5. Identify the main idea 6. Interpret explicit and implicit information from the text 7. understand the meaning of the word <p>Reading-Viewing</p> <ol style="list-style-type: none"> 1. Read the text aloud about the narrative text on title Legend of <i>Batu Belah Batu Betakub</i> 2. Identify the purpose of the text 3. Identify reference 4. Identify implicit meaning 5. Understand the main idea 6. Understand explicit meaning <p>Writing-Presenting</p> <ol style="list-style-type: none"> 1. Identify the structure of narrative text 2. Write narrative text 3. Review the text that is written 4. Revise the text 5. Product the narrative text 6. Present orally and written individually and in group

The implementation of each language skill component adheres to the established curriculum framework, which presently is the 'Merdeka' (Independent) Curriculum. The instructional paradigm for the English language subject in Phase E for tenth-grade high school students is predicated on a text-based approach. The pedagogical stages encompass the following: 1) Building Knowledge of the Field (BKoF): The teacher establishes what students already know or students' pre-existing cognitive framework to be addressed through written or oral discourse. During this phase, the instructor also contextualizes the cultural dimensions of the instructional text. 2) Text Modeling (MoT): The teacher presents a sample or model text, providing students with a clear template for their own oral or written creations. 3) Collaborative Text Development (JCoT): The teacher guides students through a joint process of text construction. 4) Autonomous Text Creation (ICoT): Students independently produce their own spoken and written texts. Assessment is conducted formatively by the instructor throughout the instructional process.

The current stage of this research has been finalized. The subsequent study will focus on testing the learning materials that have been designed.

3.2 Discussion

This research aims to design culturally responsive English instructional materials for tenth-grade high school students in Pekanbaru, specifically by incorporating elements of Riau Malay heritage. The discussion section elaborates on the pedagogical rationale and theoretical grounding of the developed materials, highlights their cultural and contextual relevance, and positions the findings within broader educational research and policy frameworks.

An initial textbook review conducted in several high schools in Pekanbaru revealed a disconnect between the materials used and the students' cultural backgrounds. Most English textbooks currently in circulation are either standardized government-issued books or commercially published texts with little to no local cultural content. These resources often fail to reflect students' lived experiences and the cultural context of Riau, making it difficult for learners to relate to the material or to express themselves effectively in English.

This finding aligns with previous studies, such as that of Supriyono and Dewi (2017), who emphasized the importance of contextual learning. Their research demonstrated that English textbooks grounded in students' daily lives significantly improved students' ability to express ideas during classroom activities. Similarly, Marhamah et al. (2024) conducted a needs analysis and found that existing textbooks lacked representation of students' everyday realities. This disconnect limited opportunities for meaningful and contextual learning, ultimately reducing students' motivation and engagement. They advocated for supplementary materials that integrate local culture to support the development of communicative competence.

The learning outcomes used as the basis for material development were drawn from the Decree of the Head of the Institution for Standards, Curriculum, and Assessment Education, Ministry of Education, Culture, Research, and Technology (BSKAP No. 032/H/KR/2024). According to this document, the English curriculum for tenth-grade students emphasizes the ability to comprehend and produce a variety of texts in both oral and written forms. The materials developed in this research are aligned with this curriculum directive, ensuring that students meet national competency standards while engaging with content rooted in their own culture.

To meet these outcomes, six instructional units were developed, each incorporating aspects of Riau Malay heritage through stories, traditions, historical landmarks, and environmental issues. These include folk tales like Putri Kaca Mayang, regional legends, local tourism destinations, traditional games, and socio-environmental challenges facing the region. By grounding language instruction in these culturally familiar topics, students are encouraged to build connections between their identity and language use.

Culturally responsive teaching is not only a method for improving language competence—it also serves as a tool for identity formation and motivation. Ahmad (2021) emphasized the critical role that learning environments play in motivating students, particularly when those environments validate students' cultural backgrounds. In the context of Pekanbaru, embedding Riau Malay culture into English materials enables students to see their own experiences reflected in their learning, thereby increasing emotional investment and academic interest.

Furthermore, culturally integrated materials support deeper cognitive engagement. As students draw on familiar cultural knowledge, they can more effectively relate new information to existing cognitive frameworks. Syahrial et al. (2022) and Khairani and Ain (2021) underscore the necessity of equipping English teachers with the skills to design such culturally embedded materials. Their research recommends institutional support and professional development programs that train educators in local content integration strategies. Ahmadi and Sofan (2017) similarly stress the value of using culturally relevant materials in English language teaching, noting their positive impact on student participation and learning outcomes.

The integration of local culture into English education not only benefits students academically but also supports broader social and economic objectives. According to Darsana and Sudjana (2022), the Indonesian government has outlined strategic plans to strengthen human resources in the travel and hospitality sectors. Proficiency in English, particularly when combined with knowledge of local culture, positions students to contribute meaningfully to the tourism industry. The materials developed in this research are thus not only educational but also vocational in nature—preparing students to act as cultural ambassadors and provide tourism information in English to international visitors.

This approach is particularly relevant in Riau, where rich cultural traditions and historical landmarks hold untapped potential for tourism development. Teaching students to describe and discuss these elements in English—such as Candi Muara Takus, the Siak Palace, or traditional festivals—can directly contribute to regional tourism promotion. In this way, English education becomes a platform for community development and economic empowerment.

The use of folk stories in language instruction also supports character education and moral development. Research by Qomariyah (2018) reveals that folk narratives carry significant educational value, particularly in shaping students' ethical and social behavior. Stories like Putri Kaca Mayang not only serve as reading comprehension texts but also convey values such as loyalty, sacrifice, and resilience. When integrated into language lessons, these stories enrich the curriculum by adding depth and relevance while fostering cultural pride.

Additionally, engaging with folk narratives encourages students to reflect critically on the moral and historical dimensions of their culture. This reflective process not only enhances reading and analytical skills but also contributes to the holistic development of learners. The use of such culturally grounded narratives aligns with the broader objectives of Indonesia's national education goals, which emphasize character building alongside academic achievement.

This research highlights the critical need for supplementary English learning materials that reflect students' cultural environments. It also suggests that integrating local culture into English instruction is both feasible and pedagogically sound. English teachers must be supported through curriculum development policies and professional training to design and implement culturally responsive lessons. Institutions should prioritize collaborations between curriculum developers, cultural experts, and language educators to ensure the authenticity and relevance of the content.

Moreover, future research should explore the implementation and impact of these materials in real classroom settings. Pilot studies, student feedback, and teacher reflections will provide valuable insights into the effectiveness of these resources and inform further refinements.

4. CONCLUSION

Based on initial observations of the English textbooks currently used and available in the market, it was found that there is a lack of materials specifically incorporating Riau Malay culture. Therefore, it is crucial to create supplementary books that align with the needs and characteristics of students in Pekanbaru. This is further supported by the findings of previous research indicating that teachers, students, and stakeholders, in this case the school principals, strongly support the integration of Riau Malay cultural heritage into the English language materials for tenth-grade students at SMA YLPI Pekanbaru. The aim of this research is to design effective English language teaching materials that meet students' needs and help them improve their English language skills while preserving Riau Malay culture. Integrating Riau Malay culture into English language teaching materials can enhance the relevance of learning for students by allowing them to learn English within a cultural context they are familiar with. It also helps students to further appreciate and preserve their own culture. Culturally integrated learning materials can make English language learning more engaging and meaningful for

students. This can increase students' learning motivation and help them achieve better learning outcomes. Therefore, future research will focus on the digitalization of culturally integrated materials to make them more appealing to students in the modern era, conducting training for teachers, and other necessary steps to ensure their suitability for use in the learning process.

Acknowledgements: This activity is facilitated by Dr. Arbi Haza Nasution, B.IT, M.I.T., the Director of the Directorate of Research and Community Service (DPPM). The research team is working in cooperation with Mr. Mudrika S.Pd., M.Pd., the Headmaster of YLPI Senior High School in Pekanbaru, and Ms. Wari, S.Pd., an English teacher who teaches the 10th grade. Furthermore, the 10th-grade students of YLPI Senior High School in Pekanbaru are the research subjects.

Conflicts of Interest: This study faced challenges primarily in its methodology. While the study aimed to follow the 10-step Borg and Gall research model, full implementation was not achieved. The scope of this research was confined to the design of instructional materials. Moreover, the creation of these materials was complicated by updates to the Learning Achievement standards under the Ministry of Education's Kurikulum Merdeka (Independent Curriculum).

REFERENCES

- Ahmad, M. (2021). Optimization of Learning Effectiveness through the Learning Environment and Learning Motivation for Students. *AL-ISHLAH: Jurnal Pendidikan*, 13(3), 1546–1555. <https://doi.org/10.35445/alishlah.v13i3.617>
- Ahmadi, I. K., & Sofan, A. (2017). *Pengembangan dan Model Pembelajaran Tematik Integratif*. Prestasi Pustakaraya.
- Armawan, I. K., Darma, M., & Suyasa, S. (2017). *Pengembangan Materi Ajar English for Guiding Berbasis kearifan lokal*. 796–802.
- Arvianti, I., & Wahyuni, A. (2020). Penerapan Model Pembelajaran Bahasa Inggris berbasis Kearifan Lokal sebagai Upaya Konstruktivisme Karakter Anak Bangsa. *Proceeding of The URECOL*, 90–98. <http://repository.urecol.org/index.php/proceeding/article/view/1110>
- Borg, R. W. & Gall, D. (2003). *Educational Research*. Longman.
- Darsana, I. M., & Sudjana, I. M. (2022). A Literature Study of Indonesian Tourism Human Resources Development in the Era of Society 5.0. *AL-ISHLAH: Jurnal Pendidikan*, 14(3), 2691–2700. <https://doi.org/10.35445/alishlah.v14i3.2014>
- Drani, A., & Susanti, N. (2022). Penggunaan Bahan Ajar Berbasis Kearifan Lokal Aceh Barat Pada Materi Teks Deskripsi Untuk Meningkatkan Hasil Belajar Siswa Kelas Vii-a Mtsn 1 Aceh Barat Tahun Pelajaran 2021/2022. *Pedagogi: Jurnal Ilmiah Pendidikan*, 8(2), 170–179. <https://doi.org/10.47662/pedagogi.v8i2.466>
- Fitriana, R., & Kusrihandayani, D. (2017). Need Analysis on the Applying of English Learning based on Folktales of Kutai Kartanegara at Elementary School in Kutai Kartanegara Region. *SNITT-Politeknik Negeri Balikpapan 2017*.
- Herdiman, S., Aldy, P., & Hidayat, W. (2016). Pusat Warisan Budaya Melayu Riau di Pekanbaru dengan Pendekatan Arsitektur Kontemporer. *Jom FTEKNIK*, 3(1), 1–9.
- Hidayah, R., Fajaroh, F., & Narestifuri, R. E. (2021). Pengembangan Model Pembelajaran Collaborative Problem Based Learning Pada Pembelajaran Kimia di Perguruan Tinggi. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 13(2), 503–520. <https://doi.org/10.37680/qalamuna.v13i2.1016>
- Kemendikbudristek. (2024). *Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 032/H/KR/2024 (Issue 021)*.
- Khairani, A., & Ain, S. Q. (2021). Pengembangan Media Pembelajaran Video Menggunakan Sparkol Videoscribe Pada Materi Statistika Kelas IV SD. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 13(2), 219–238. <https://doi.org/10.37680/qalamuna.v13i2.898>
- Marhamah, M. (2024). Analisis Kebutuhan Buku Teks Mata Pelajaran Bahasa Inggris Terintegritas

- Budaya Melayu Riau Kelas X SMA Pekanbaru. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, 10(1), 667–679. <https://doi.org/10.30605/onoma.v10i1.3292>
- Marhamah, Ramadan, Z. H., & Putra, E. D. (2018). JAIPTEKIN | Jurnal Aplikasi IPTEK Indonesia Pengembangan Bahan Ajar Tematik Berbasis Nilai-Nilai Budaya Melayu Di Sekolah Dasar. *Jurnal Aplikasi IPTEK Indonesia, JAIPTEKIN*, 2(3), 29–33.
- Marhamah, S., Azizah, R., & Firdaus, A. (2024). *Needs analysis of English textbooks in Riau: Toward contextually relevant material development. Journal of Language and Culture*, 7(1), 33–42.
- Nikoopour, J., & Farsani, M. A. (2011). English Language Teaching Material Development. *Journal of Language and Translation*, 2(2), 1–12. http://tlit.azad.ac.ir/article_531664_a5cf544dbdb1db8fde9616f545009c0e.pdf
- Qomariyah, U. (2018). *The role of folklore in character education: A study of Indonesian legends in language teaching. International Journal of Humanities and Education*, 5(2), 91–100.
- Supriadi, A. (2012). Kearifan lokal cerita sangkuriang: menuju ketahanan bangsa. *METASASTRA*, 5(1), 1–10.
- Supriyono, Y., & Dewi, N. S. N. (2017). English Language Immersion Berbasis Kearifan Lokal Bagi Siswa Sekolah Dasar. *Sarwahita*, 14(02), 140–144. <https://doi.org/10.21009/sarwahita.142.08>
- Syahrial, Safnil, & Syafryadin. (2022). Pelatihan pengembangan bahan ajar bahasa Inggris berbasis budaya lokal. *Jurnal Inovasi Pengabdian Masyarakat Pendidikan*, 3(1), 1–15.
- Syahrial, S., Fadli, R., & Harahap, M. (2022). *Teacher competency in developing culturally based English materials: A qualitative case study in Riau. Pedagogia: Jurnal Ilmu Pendidikan*, 20(1), 54–66.
- Supriyono, B., & Dewi, A. (2017). *Designing contextual English learning materials based on students' daily life. TEFLIN Journal*, 28(1), 74–88.
- Wijaya, I. K. (2015). Pembelajaran Bahasa Inggris Di Sekolah Dasar. *BAHTERA : Jurnal Pendidikan Bahasa Dan Sastra*, 14(2), 120. <https://doi.org/10.21009/bahtera.142.02>