



Development of Teaching Materials Based on Melayu Culture IPAS Learning in Elementary Schools

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ABSTRACT

This research aims to develop a Melayu culture-based teaching material product for IPAS learning in elementary schools. This research uses the Research and Development (R&D) method with a 4D development model, this research is limited to the Development stage. At the Define stage, an analysis of the material presented in teaching materials is carried out which is adapted to students. In the Design stage, the selection of media is carried out in accordance with the objectives. With the analysis carried out, the selected media that will be developed are teaching materials related to Melayu Riau culture and the teaching materials developed will be in the form of textbooks. The Development stage was validated with material, media and language experts. The assessment by material experts shows an average of 3.81 with a percentage of 95.17% getting the "Very Good" category, the assessment by media experts shows an average of 3.56 with a percentage of 88.87% getting the "Very Good" category. and assessment by language experts showed an average score of 3.83 with a percentage of 95.81% obtaining the "Very Good" category. The validation results from each validator show an average score of 93.28% in the "Very Appropriate" category, which means the teaching materials developed are very suitable for use in IPAS learning in elementary schools.

Keywords: *teaching materials, melayu riau culture, ipas, elementary school*

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INTRODUCTION

Elementary school students are the beginning of educational success in Indonesia. However, in reality, elementary school students today are far from the character of their own nation. This is due to globalization which has resulted in achieving educational goals at the basic education unit level to lay the foundation for increasingly complex independent living skills. Three major forces will influence the lives of Indonesian individuals in the era of globalization, namely civil society, nation-state and globalization. Therefore, in order not to be swayed by the three great powers, elementary school students must be educated and act in accordance with the values of Pancasila. Pancasila values are the crystallization of local cultural values, which are the values first recognized by Indonesian people. This emphasizes the importance from an early age to maintaining and developing local community culture as an integral part of national education, so that students are not uprooted from their cultural values (Pernantah et al., 2022).

Learning in elementary schools currently uses the independent learning curriculum. The independent learning learning process must be designed in such a way by educators by taking into account the potential and characteristics of the region, one of which is prioritizing cultural values. The independent learning curriculum provides freedom and autonomy to educational institutions and is free from bureaucratization and is given the freedom to choose the field they like (Sugih et al., 2023). The essence of Merdeka Belajar is that schools, teachers and students have freedom in the sense of being free to innovate, free to learn independently and creatively. It is hoped that the Merdeka Curriculum, which is designed to be simpler and more flexible, will make teachers focus on essential material and make students more active according to their interests.

Teachers will also easily accompany students to realize their learning goals (Sasmita & Darmansyah, 2022). It is further emphasized that the government is very serious about developing national character and culture education in this country, so that educators are given the freedom to design learning according to student needs and cultural values, especially in IPAS learning in elementary schools.

With the rapid development of technology and information, students often forget about Melayu culture in their family and community environments, so that children no longer know about Melayu culture in their environment (Marhamah et al., 2018). Learning in elementary schools currently excludes the use of Melayu culture-based teaching materials in learning because educators are still unable to create Melayu culture-based teaching materials that are able to provide explanations and illustrations to improve students' understanding of IPAS learning itself, which is the focus of social learning. This is about the social interactions of students with the surrounding community or with the surrounding environment.

Teaching materials are a set of materials used in a particular field of study which are prepared by experts in the field for instructional purposes and objectives, teaching materials are equipped with teaching facilities that are harmonious and easy to understand by users in schools and universities so that they can support a teaching program (Dewi & Suniasih, 2023). The use of teaching materials in elementary schools is used to assist teachers in carrying out the learning process for students. Teaching materials must be arranged systematically, interesting, easy to digest, and comply with applicable writing rules (Fanani et al., 2022). Fulfilling the need for teaching materials can also increase students' concentration on the subject matter, without having to be disturbed by students having to take turns using books with other students. Adjustment between teaching materials and local history, customs, culture and natural potential can be used as a source for IPAS learning in elementary schools.

The results of research conducted by Sofia Agustin Adhaningrum in 2021 with the title Development of Contextual Themed Social Sciences Teaching Materials Entrepreneurship in Grade 6 Elementary School shows that the results of product attractiveness test from the questionnaire given to students and teachers showed very interesting criteria. This material was very practical. This was based on the results of observing teacher activities and student learning activities. The product was also considered to fulfill the effective criteria. Based on the results of the analysis, the contextual textbook for Class VI on social science of Primary School was eligible and could be used in the learning process because it had reached the valid, attractive, practical and effective criteria (Adhaningrum & Muzammil, 2021). The results of research conducted by Umi Isrotun in 2022 with the title Analysis Of Initial Needs For The Development Of Teaching Materials Differentiated Learning Based On Local Karipaten Pekalongan District Of Class Iv Science Subjects In Primary Schools show that conducted at three Muhammadiyah Elementary Schools in the Fakhruddin AR cluster, teachers have not carried out differentiated learning due to the lack of understanding of teachers in the implementation of differentiated learning, the teaching materials used are also not based on local wisdom in Pekalongan Regency. This research can be used as a preliminary analysis of the need for the development of teaching materials that can be used by teachers as a guide for the implementation of differentiated learning based on local wisdom (Isrotun, 2022). From several previous studies described above, the researcher decided to conduct development research to develop a product of science teaching learning materials. There is a difference in the research conducted by researchers and previous researchers, namely that the teaching materials developed by researchers are adapted to the latest curriculum that applies in elementary schools, namely the independent curriculum based on Melayu Riau culture.

LITERATURE REVIEW

Teaching materials are information, tools and texts that teachers need to plan and study the implementation of a set of lessons. Teaching materials can be presented in the form of handouts, modules, books, videos, cassettes, etc., teaching materials can also be written or unwritten. Teaching materials are external factors for students that are able to strengthen students' inner motivation. Teaching materials in the learning context are one of the components that must be present, because teaching materials are completely

designed, meaning there are adequate media elements and learning resources, influencing the learning atmosphere so that the learning process that occurs becomes more optimal. Teaching materials contain subject matter that refers to the curriculum used to achieve predetermined learning objectives (Nurbaeti, 2019). Teaching materials are an important element in teaching and learning activities, especially at the elementary school level. Effective teaching materials must be able to help students understand the material more easily and have fun, thereby increasing students' interest in learning. Good teaching materials not only focus on conveying information, but are also able to build students' critical thinking skills through interactive and contextual activities. At this stage, children in elementary school need teaching materials that are easy to understand and relevant to their daily experiences to optimize meaningful learning (Rizky & Anggraini, 2019). Furthermore, teaching materials in elementary schools need to be designed taking into account the level of students' cognitive and social-emotional development. Teaching materials that are appropriate to children's cognitive development are able to support a more effective learning process because children at elementary school age are still at the concrete stage in understanding concepts. Teaching materials that use a thematic or environment-based approach, for example, are able to link the material to students' daily experiences, thus helping in deeper understanding and increasing their curiosity about science (Hidayat & Rahmawati, 2021).

IPAS is one of the subjects taught in elementary schools. IPAS contains learning about science and social, which includes studies about nature, technology, the environment, geography, history and culture (Suhelayanti et al., 2023). There are several learning theories that are relevant to social learning, namely constructivism theory, cooperative learning theory, and project-based learning theory. IPAS learning aims to increase students' understanding of the world and their surrounding environment and provide knowledge that is useful in everyday life (Wijayanti & Ekantini, 2023). In the Merdeka Curriculum, science and science learning in elementary schools is designed to encourage student independence and creativity through a flexible and contextual approach. This curriculum allows teachers to adapt teaching materials and methods according to students' needs and interests, as well as the conditions of the school environment. Science learning in the Merdeka Curriculum emphasizes in-depth understanding of basic concepts through direct exploration and project activities. This aims to make students better understand the relationship between science and everyday life, so that they can grow their love of science (Putri & Santoso, 2022). Learning in the independent curriculum allows students to study various science and science concepts in one topic, for example integrating lessons about nature, the environment and society. This approach also makes it easier for students to see the connection between science and social aspects in everyday life, and encourages them to think critically. The Merdeka Curriculum also encourages teachers to develop modules or teaching materials that are relevant to the local context, so that students can identify real problems around them and find appropriate solutions (Rahmawati & Pratama, 2023).

Melayu culture in Riau province is the honor and dignity of the Riau people which has existed since ancient times, the culture that has developed is influenced by the habits and life guidelines of ancestors which have been passed down from one generation to the next (Badri et al., 2022). Melayu culture in Riau society can be fostered and developed through educational channels, one of which is by including Melayu culture in the curriculum or in subjects (Sepsa & Mulyani, 2023). Melayu Riau culture-based learning in elementary schools is a strategic effort to integrate local cultural heritage into the educational process. This approach not only enriches the curriculum with relevant cultural values, but also serves to strengthen students' identity as part of the Malay cultural community. By incorporating local cultural elements, such as folklore, traditional games and art, students are introduced to their cultural roots as a whole, thereby encouraging a sense of pride and responsibility for the preservation of local culture. Apart from that, a culture-based approach also enriches students' understanding of the social, moral and spiritual values contained in Riau Malay culture (Azmi & Lestari, 2021). Riau Malay culture-based learning also strengthens the aspect of language as a means of connecting the younger generation and cultural heritage. In this context, Malay is not only taught as a means of communication, but as a cultural identity that contains community values and norms. The

application of Malay in elementary school learning allows students to absorb local nuances in the way they communicate and think, which is different from foreign cultures (Ismail, 2022).

METHOD

The product resulting from research and development is Melayu culture-based teaching materials for IPAS learning in elementary schools. The development research method in this research refers to the 4D research and development steps developed by S. Thiagarajan, Dorothy Semmel, and Melvyn I. Semmel. The stages in this development are: Define, Design, Develop, and Disseminate. However, in this study 4-D was modified into three steps (3-D). Due to the limitations of researchers in carrying out the fourth stage of Disseminate, it is not possible for this development to continue until the fourth stage, namely dissemination at another opportunity.

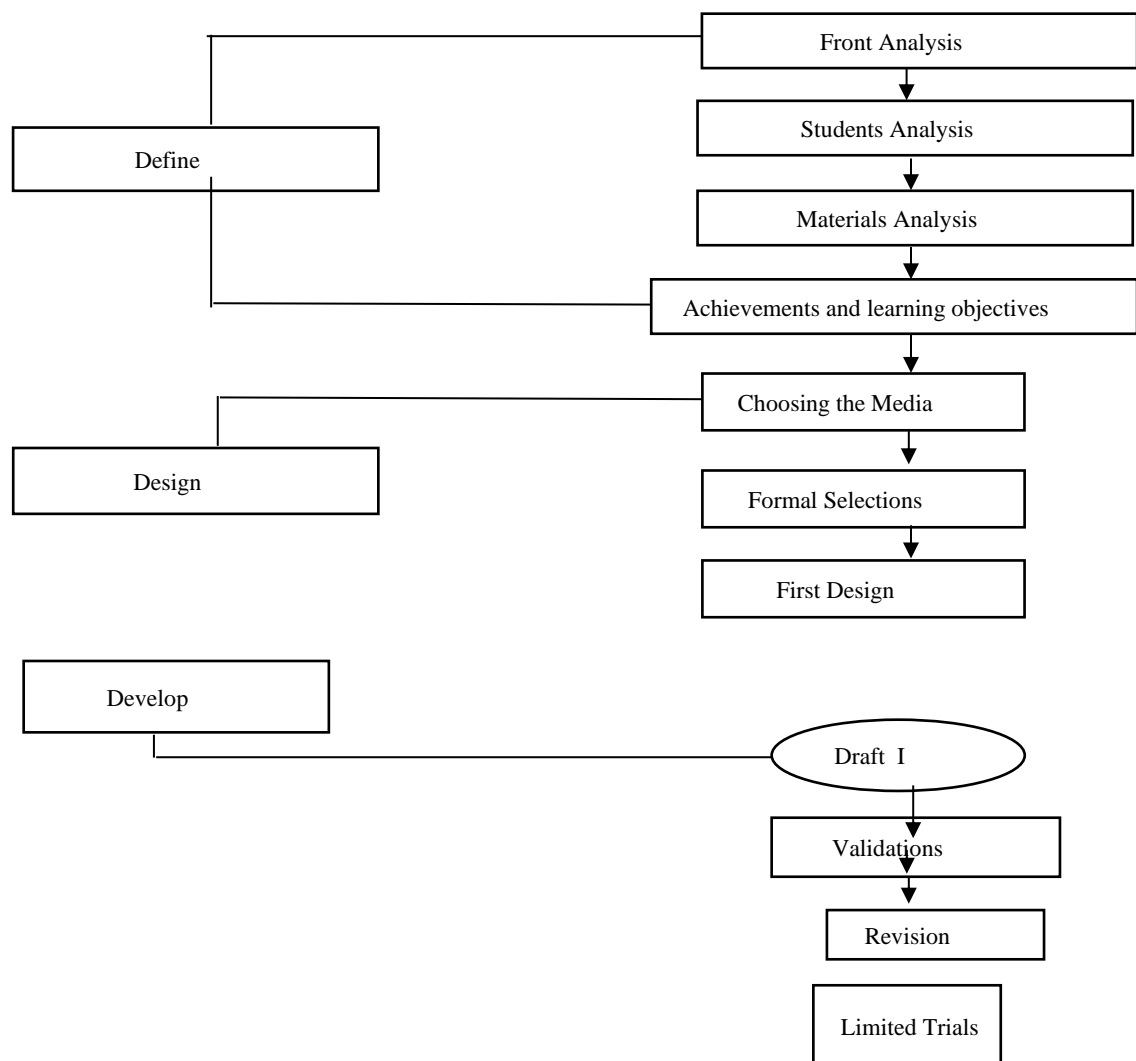


Figure 1. Research Flows

The aspects used as an assessment of the teaching materials developed can be seen in the following table 1.

Table 1. Aspects in Validating Teaching Materials

Validations	Aspect	Indicator	Statements	
Materials	Learning Design	Goals	Suitability of learning materials with learning achievement objectives	
		Flows	The material taught is in accordance with class V IPAS learning	
		Independent	Teaching materials can provide independent learning	
	Content	Content of material	Text as reading material in teaching materials is appropriate to the student's character	
			The topic of the text is in accordance with Riau Malay Culture	
			The images in the text clarify understanding	
	Completeness	Complete materials are accompanied by appropriate images		
		Benefit	Convenience	Makes it easier to teach science and science learning in class V
				Make it easier for students to develop reading literacy skills
Learning	Usefulness in increasing learning motivation			
Media	Teaching Material Design	Suitability of Teaching Materials	Suitability of Teaching Materials for competency achievement	
			The display of teaching materials can accommodate the material	
			The display of material in teaching materials is clear	
		Display Design	Suitability of writing size	
			Display layout	
		Text	Readability of the text used	
			Discourse readability	
		Image Quality	Image Size in discourse	
			Clarity of images with discourse content	
		Convenience	Ease of use	
		Communicative	The discourse used in teaching materials is communicative	
		Benefits	Utility	Able to provide learning motivation
	Increase reading literacy			
The discourse presented in teaching materials stimulates students to think				
			Assist in delivering learning material	
Languages	Eligibility of content	Contents	The suitability of the text is in accordance with Melayu Culture	
	Presentation	Systematics	Systematic presentation of teaching materials	
			The sequence of presentation is in accordance with the learning flow	

Language	Sentence	Attractiveness of presentation
		Completeness of the presentation section
		The use of sentences in the text is clear
		There are punctuation marks
	Paragraph	Readability of topics in the text
		Accuracy in the use of diction/terms
		Clear use of capital letters
		Paragraphs are coherent and consistent with one another
Graphics	Typeface	Font usage (type and size)
	Design	The attractiveness of design in presenting reading texts
		Layout of aesthetic elements
		The attractiveness of image illustrations

The validation aspects assessed by the validator are made in the form of a rating scale. The type of assessment scale that researchers used in this research was a Likert Scale with a score of 1-4. Validation of Melayu culture-based teaching materials in science and science learning is determined by the average of the assessments given by validators. The following are the assessment categories given by the validator.

Table 2. Rating Scales

Score	Category
4	Strongly agree
3	Agree
2	Disagree
1	Strongly disagree

After an assessment has been carried out by an expert (validator), the results of the assessment by the expert will be determined based on the range of values obtained. The range of values for the suitability of the teaching materials developed can be seen in the following table.

Table 3. Interval Average Scores

Interval Average Score (%)	Category
82-100	Very Good
63-81	Good
44-62	Not Good
25-43	Vety not good

RESULTS AND DISCUSSION

Results

The results of research on the implementation of the development of Melayu culture-based teaching materials for IPAS learning in elementary schools are as follows.

Define

The define stage is the definition stage in a research. In this stage, analyzes are carried out related to the problems that arise, and determine the needs analysis for the problems faced. This analysis aims to

determine the basic problems faced and need to be addressed in the development of teaching materials. The thing that needs to be analyzed is the current curriculum, namely the independent learning curriculum. The learning achievements of Phase C in class V can be seen in the table below.

Table 4. Learning Achievements of Phase C

Learning Achievements of Phase C
In Phase C, students are introduced to systems - sets of elements that are connected to each other and operate according to certain rules to carry out certain functions - especially those related to how nature and social life are related to each other in the context of diversity. Students take an action, make a decision or solve problems related to daily life based on their understanding of the material they have studied.

The learning objectives and social material focused on IPAS that can be developed based on Melayu culture can be seen in the following table 5.

Table 5. IPAS Learning Objectives and Learning Materials

Learning Materials	Social Learning Objectives	Material Details
My Region is My Pride	<ol style="list-style-type: none"> 1. Get to know cultural heritage and know its history to then relate it to current life. 2. Examine the conditions and economic activities that occur around the residence. 	<ol style="list-style-type: none"> a. Riau Melayu Cultural Heritage b. Economic Activities in Traditional Melayu Markets

After analyzing the IPAS learning materials in class 5, an analysis is then carried out to determine the characteristics of the students, which need to be considered, including: individual academic abilities and previous learning experiences as an illustration for developing Melayu culture-based teaching materials. Student analysis is an identifying activity. students in terms of needs and characteristics to determine specifications and qualifications for changes in behavior or goals and materials. Student characteristics are defined as characteristics of individual student qualities that generally include, among others, intelligence ability, age and understanding of learning, skills, psychomotor and social abilities.

Elementary school students are influenced by academic background, one of which is learning habits/learning styles. Learning style refers to the way of learning preferred by students in the learning process. Many students who study certain subjects are taught using the same strategies, but have different levels of understanding. This difference is not only caused by the different levels of intelligence of students, but is determined by the way of learning that each student has. A student who likes to read is sometimes not used to learning well if he has to listen to lectures or discussions. To resolve the problem of differences above, one of them is anticipated by using teaching materials that can be used by students in learning.

Design

After analyzing the needs in the definition step, the next step is the design stage. There are several things that are done in the product development design stage, namely media selection and design selection. Selecting media that suits the objectives, with the analysis carried out, the selected media that will be developed are teaching materials related to Riau Melayu culture. The teaching materials developed will be in the form of textbooks. The design of the teaching materials is adjusted so that they can be used as easily as possible and as effectively as possible, so that students do not have difficulty using the teaching materials, and pictures are provided to help students understand the material developed in the teaching materials.

Development

At this stage the researcher develops a teaching material product based on Melayu culture IPAS learning. The product results at this stage are called draft 1. After the product in the form of draft 1 is developed, the Expert Appraisal stage is carried out. namely by validating material experts, linguists and practitioners. The validation results are used to determine the suitability of teaching materials for use in learning activities. Validation was carried out with material experts, media experts and language experts. The results of material expert validation can be seen in the following table:

Table 6. Material Validation Results

Aspect	Score	Total	Average
Learning Design	4,00		
Content	3,75	11,42	3,81
Advantage	3,67		
Percentage (%)			95,17
Category			Very Good

The results of the assessment by material experts on the learning design aspect obtained a score of 4.00, the content aspect received a score of 3.75, and the benefits aspect received a score of 3.67. The average for each aspect was 3.81 with a percentage of 95.17 which received the "Very Good" category. The results of the expert assessment show that the learning material presented in the teaching materials is adjusted based on learning outcomes or objectives. The validation carried out with media experts was aimed at finding out the expert assessment of Melayu culture-based teaching materials in aspects of teaching material design and benefits. The results of the expert assessment can be seen in the following table.

Table 7. Media Validation Results

Aspect	Score	Total	Average
Teaching Material Design	3,36		
Advantage	3,75	7,11	3,56
Percentage (%)			88,87
Category			Very Good

The results of the assessment by media experts on the design aspect of teaching materials obtained a score of 3.36 and the benefits aspect obtained a score of 3.75. The average of each aspect is 3.56 with a percentage of 88.87 obtaining the "Very Good" category. The assessment results show that the design is attractive and proportional and makes it easier for students to use it so that students are able to use teaching materials independently as shown by the presentation of teaching materials presented attractively using pictures or illustrations to make it easier for students to use the designed teaching materials.

Validation with a linguist aims to determine the expert's assessment of the appropriateness aspects of content, presentation, language and graphics in the teaching materials being developed. The results of the assessment by the linguist can be seen in the following table.

Table 8. Language Validation Results

Table 3: Language Validation Results			
Aspect	Score	Total	Average
Content Eligibility	4,00	15,33	3,83
Presentation	4,00		
Language	3,33		
Graphics	4,00		
Percentage (%)			95,81
Category		Very Good	

The validation results with language experts showed that the appropriateness aspect of the content received a score of 4.00, the presentation aspect obtained a score of 4.00, the linguistic aspect obtained a score of 3.33, and the graphic aspect obtained a score of 4.00. These results show that validation with language experts obtained an average of 3.83 with a percentage of 95.81% obtaining the "Very Good" category, which is indicated by the consistent use of letters in teaching materials and the use of language in presenting the material in accordance with the students' level of thinking. and focused on good and correct use of language. From the results of the validation that has been carried out, the scores obtained from each validator show the following results.

Table 9. Validation Results with Material, Media and Language Experts

Experts	Score (%)	Average (%)
Materials	95,17	93,28
Media	88,87	
Language	95,81	
Category		Very Worthy

The validation results that have been carried out with each validator obtained an average of 93.28% which is included in the "Very Worthy" category. These results indicate that the Melayu culture-based teaching materials for IPAS learning in elementary schools that were developed are very suitable for use in IPAS learning.

Discussions

Analysis of the needs for science teaching materials in elementary schools is an important step to ensure that the learning materials provided are appropriate to the level of student development and relevant to the curriculum being implemented. The need for teaching materials must be adjusted to the characteristics of elementary school students who are still at the concrete development stage. This means that science teaching materials should include visual elements and direct activities so that students can understand basic concepts in a real way. Without a proper needs analysis, the teaching materials provided may not be able to meet the demands of the curriculum or help students achieve the expected learning goals (Purwanti, 2020). Analysis of teaching material needs must also consider the suitability of the material to the local context and environment around students. Science teaching materials that integrate environmental and social aspects around students can increase the relevance of learning and encourage students to apply knowledge in everyday life. They suggested that teaching materials cover topics such as local ecosystems, community social activities, and environmental problems around the school. This contextual approach is considered more effective in instilling environmental and social values, as well as helping students understand science as part of real life (Prasetyo & Sari, 2021). As technology develops, the need for science and technology teaching materials in elementary schools also includes the use of digital media to enrich students' learning experiences. Technology-based

teaching materials can increase student involvement in science learning. The use of digital media provides opportunities for students to learn in a more interesting and varied way. With the integration of technology, teachers can present abstract concepts in a visual form that is easy for students to understand (Suryani & Kurniawati, 2020).

The material presented is also adapted to Riau Melayu culture which is integrated into IPAS learning so that the learning presented is related to the context of everyday life (Hanida et al., 2019). Validation of teaching materials based on Melayu Riau culture is very important in ensuring that the material taught has appropriate cultural and pedagogical relevance for elementary school students. In the validation process, aspects of appropriateness of content, language and presentation must be considered so that the material is appropriate to the characteristics of Melayu Riau culture and the cognitive development of elementary school students, cultural integration in teaching materials not only supports meaningful learning, but also helps students to recognize their cultural identity from an early age. Through comprehensive validation, culture-based teaching materials can be integrated with the curriculum and national education goals effectively. (Zulkifli & Murniati, 2021).

Teaching materials are packaged as attractively as possible by displaying colors, images, which are clear and attractive so that they can be categorized as effective enough to be applied in IPAS learning to students. Teaching materials can present learning materials by including attractive visual components that can make students more interested in using teaching materials (Mensah & Nabie, 2021). Validation of teaching materials based on Melayu Riau culture must include appropriate visual context, such as the use of accurate illustrations and cultural symbols. Visualization in culture-based teaching materials must be able to represent Melayu Riau cultural identity authentically. For example, images of traditional clothing, traditional houses, or certain cultural celebrations can enrich teaching materials and make them more interesting for students. By using pictures depicting the daily life of the Melayu Riau community, students can feel the immediacy and relevance of learning, which in turn increases interest and motivation to learn (Andini & Kurniawan, 2022).

The language aspect in Melayu Riau-based teaching materials is also an important concern in validation, because language is not only a communication tool but also a medium for conveying cultural values. Using regional languages in a simple style but still prioritizing local cultural norms will make it easier for students to understand and internalize cultural values, as well as appreciate diversity (Syahputra & Dewi, 2020). Validation of teaching materials based on Melayu Riau culture must also pay attention to relevance to the national curriculum as well as integration with the basic competencies expected at the elementary school level. Teaching materials that are well integrated in the curriculum will be more effective in achieving learning goals and can be adapted by teachers in the teaching process. Through validation involving curriculum and cultural experts, Melayu Riau-based teaching materials can be adapted to promote national insight while strengthening local cultural identity among elementary school students (Rahmawati, 2023).

CONCLUSIONS AND RECOMMENDATION

The results of research that has been validated show that Melayu Riau culture-based teaching materials developed for science and science learning in elementary schools are suitable for use. This is because the teaching materials developed have gone through an Analysis and Validation process. The analysis carried out includes needs analysis, material analysis, and curriculum analysis. This aims to find out the problems that arise in learning and to find the right solution to these problems. Meanwhile, validation is carried out with experts to assess the material, media and language aspects of the teaching materials being developed. From the various stages of research that have been carried out, it can be concluded that the Riau Melau culture-based teaching materials developed are very suitable for use in elementary school science and IPAS learning.

The recommendation that can be proposed in this research is that research can be carried out to test the effectiveness and practicality test in the use of Melayu culture-based teaching materials in IPAS learning in elementary schools.

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