

DEVELOPMENT OF A MODULE BASED ON RIAU LOCAL WISDOM ON NORMS IN MY LIFE MATERIAL FOR GRADE V ELEMENTARY SCHOOL STUDENTS

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ARTICLE HISTORY

Received : 21-07-2025

Revised : 25-07-2025

Accepted : 28-07-2025

KEYWORDS

Learning Module,
Riau Local Wisdom,
Norms,
Elementary School
Students

ABSTRACT

This research aims to develop a learning module based on Riau local wisdom on the material "Norms in My Life" for grade V students at SD Negeri 17 Pekanbaru, Riau Province, which is valid, practical, and effective. The school is located in an urban area with a strong local cultural diversity, but it is not yet fully reflected in the teaching materials used. The background of this research is the limited availability of relevant and contextual teaching materials, especially those that integrate the values of local wisdom, so that it has an impact on students' low understanding of the concept of norms in daily life. This research is a development research that adapts the ADDIE (Analysis, Design, Development) model to the development stage. The analysis stage includes the identification of teachers, students, and curriculum needs. The design stage includes designing structures, materials, and the integration of Riau's local cultural values. At the development stage, the validity test of the module was carried out by material experts, linguists, and learning design experts. Data was collected through interviews and validation questionnaires, then analyzed qualitatively and quantitatively. The results of the study show that the modules developed have met the eligibility criteria with a very high level of validity after going through a revision process based on expert input. The final validation score from the subject and language experts ranges from 92.5% to 95%, which indicates that the module is "very worth using without revision". Thus, this module is expected to be an innovative solution in increasing students' understanding of norms while fostering appreciation for the values of Riau's local wisdom.

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INTRODUCTION

Education has a crucial role in shaping the character and knowledge of students, where the quality of learning is the main indicator of educational success. In this context, the development of innovative teaching materials is essential to create meaningful and relevant learning experiences. One of the teaching materials that can be optimized is modules, which are known to be effective in facilitating independent and structured learning (Saputra & Wardani, 2021; Lestari & Permana, 2022). Research by Lestari & Permana (2022) also emphasizes that well-designed modules can significantly improve student motivation and learning outcomes.

In line with the prevailing curriculum, the integration of local values in learning is important to foster students' cultural identity and character. Hasbullah et al. (2020) stated that local wisdom can be a strong foundation in learning because it is able to help students understand the noble values of their social and cultural environment.

In Riau Province, local wisdom can be raised from folklore such as *Putri Kaca Mayang*, *Si Lancang*, or *Bujang Serindit*, as well as from cultural values such as *Malay manners customs*, *mutual cooperation in the belaleh tradition*, and *taboo norms*. That is a moral imperative. The use of these elements in learning can enrich students' understanding of social and cultural norms contextually.

However, even though the module has been widely used, there are still challenges in its implementation, especially at the elementary school level. The results of initial observations at SDN 17 Pekanbaru show that the learning module for grade V students in the *Norms in My Life* material is still limited and general. The available modules have not specifically addressed the local context of Riau, so they have not facilitated students' active involvement and have not helped them relate the concept of norms to their daily lives. This has an impact on the low understanding and internalization of norm values. In addition, the lack of variety of teaching materials also makes the learning process monotonous (Rahmawati & Sari, 2023; Nurhasanah & Astuti, 2021).

Another challenge is the lack of optimal use of Riau's local wisdom as a learning resource. In fact, cultural values such as *consensus deliberation*, *ethical customs*, and folklore that contain moral messages have great potential to be used in learning norms. Unfortunately, teaching materials that accommodate Riau's local wisdom in the context of learning are still minimal (Nurhasanah & Astuti, 2021). Therefore, innovation is needed in the development of teaching materials in the form of modules that are able to bridge the gap between the subject matter and the cultural reality of students.

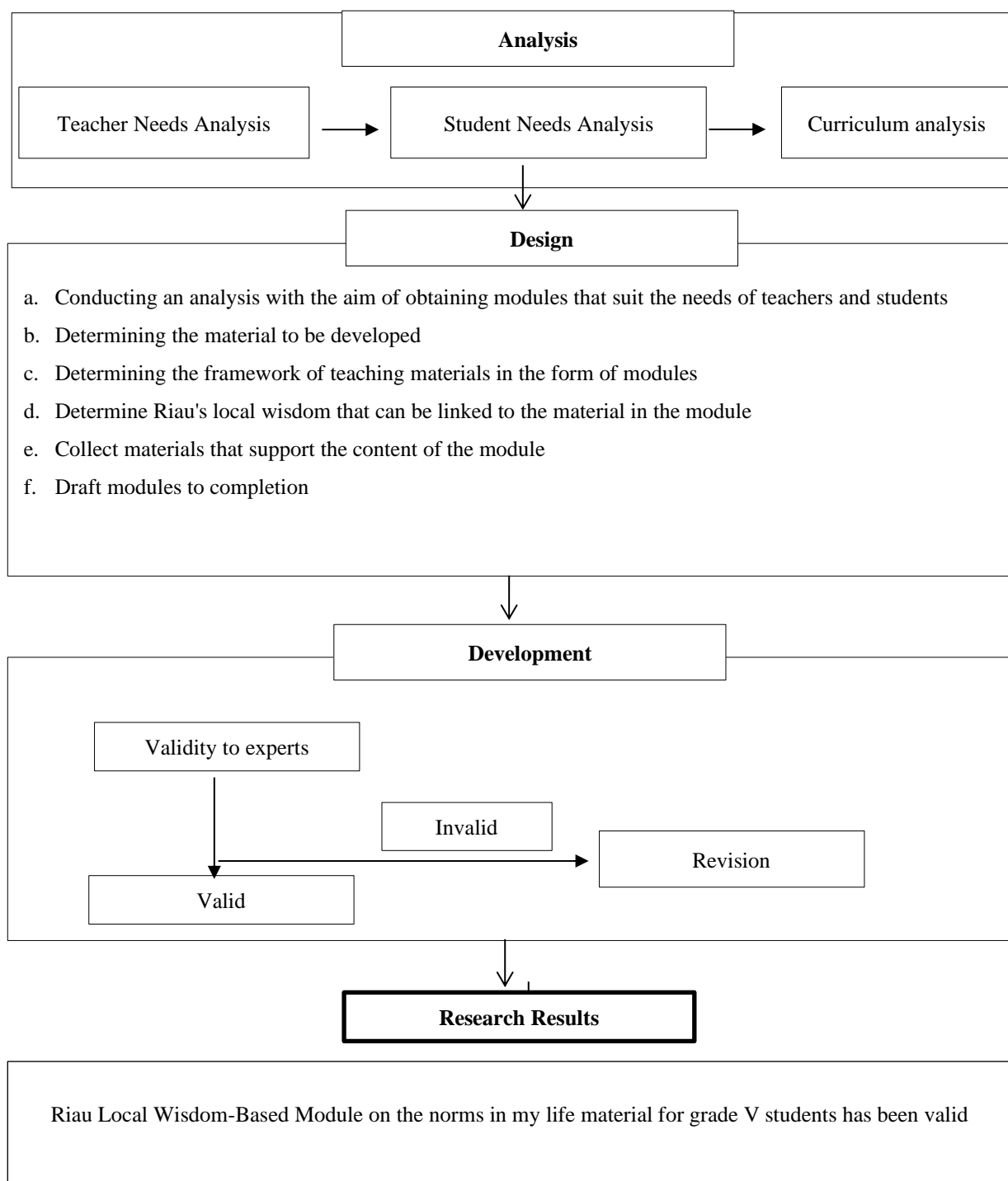
Previous research has discussed the development of learning modules. Dewi & Ningsih (2020), for example, succeeded in developing social studies interactive modules that improve student learning outcomes. Putra & Sari (2022) also showed the success of project-based modules in improving critical thinking skills. However, there is a gap in the research in the form of the lack of development of modules that specifically integrate Riau's local wisdom in the *material Norma in My Life* for grade V elementary school students. Most of the research still focuses on a general approach or raising local wisdom from other regions, not from the Riau region. There have not been many studies that explicitly discuss how Riau cultural values can be internalized into the understanding of norms by elementary school students, especially in Pekanbaru.

Therefore, this research aims to develop a module based on Riau local wisdom on the *material Norma in My Life* for grade V students at SDN 17 Pekanbaru that is valid, practical, and effective. This module will raise stories of the people of Riau that contain moral messages, such as *Si Lancang* who teaches the importance of respecting parents, as well as cultural values such as *abstinence from fighting parents*, *deliberating*, and *maintaining good manners*. The modules are designed to introduce norms through a contextual approach that is engaging, meaningful, and easy for students to understand. It is hoped that this module will not only increase students' understanding and motivation to learn, but also strengthen their character and help preserve Riau's local cultural values from an early age.

RESEARCH METHODS

This research method is a *development research* that aims to produce products in the form of modules based on Riau local wisdom that can help teachers and students in the learning process more effectively. Development research aims to produce products that are valid and suitable for use, based on the assessment of experts (Erica & Sukmawarti, 2021). The development model used in this study is the ADDIE (*Analyze, Design, Development, Implementation, Evaluation*) model. According to Adesfiana (2022), the ADDIE model is a systematic approach in designing and developing a learning program consisting of five stages. This model was chosen because it provides structured guidance and in accordance with instructional needs in the development of teaching materials.

However, in this study, the development process is only carried out until the *development stage*. This decision was made based on methodological considerations that the main focus of the research is to produce and validate products in the form of modules that have gone through expert validity tests. The implementation and evaluation stages have not been carried out because they require a wider scope, such as direct involvement of learning subjects in the classroom and measurement of the effectiveness of modules in practice. Therefore, the implementation and evaluation stages are recommended to be carried out on follow-up research by subsequent researchers. To produce quality modules that are able to improve learning, careful planning and design are needed in the early stages. This module was developed by following the first three stages of the ADDIE model, as illustrated in the following diagram:



This research was carried out at SDN 17 Pekanbaru, located at Jl. Pasir Putih No.10, Simpang Tiga, Kec. This research lasted from January to June 2025. The selection of the location was based on several considerations,

namely: the implementation of the Independent Curriculum in the school, the need for teaching materials that are relevant to the student environment, the proximity of the location to the researcher, and the good response from the school. The subject of this study involves teachers and students at the analysis stage, as well as expert validators consisting of two linguists, two material experts, and two design experts, who have expertise according to their fields for the validity test of the module. The data in this study consists of primary data and secondary data. Primary data is in the form of interviews with teachers and students (for needs analysis) and validation sheets from experts (for module validity tests). Secondary data is obtained from relevant books, journals, and articles. The data collection techniques used were interviews and validation questionnaires. Interviews are conducted at the analysis stage to exchange information with teachers and students regarding the needs of teaching materials. Validation questionnaires are used to collect expert assessment data on modules. The data collection instruments include interview sheets and validation sheets. The interview sheet comes with a grid of questions for teachers and students regarding teaching materials, learning environment, materials, language, and design.

The data obtained was analyzed qualitatively and quantitatively. Qualitative data comes from expert validator comments and suggestions (material, language, design) that are analyzed descriptively to identify module inputs and improvements. Meanwhile, quantitative data was obtained from the validation sheet scores using the Likert scale. Scores are calculated by summing up the total scores of each questionnaire from validators. Then, the validity value is calculated using the percentage formula. According to Rahayu & Wiratsiwi (2022), the formula used to process the data in this study is:

$$p = \frac{n}{N} \times 100\%$$

Description:

P = Percentage score (%)

n = Total value

N = maximum value

Product Validity Criteria

Yes	Percentage %	Feasibility
1	84% - 100%	Highly Valid
2	64% - 83,9%	Valid
3	52% - 63,9%	Quite Valid
4	36% - 51,9%	Less Valid
5	≤ 35.9%	Invalid

Source: Lestari, et.al (2020)

RESEARCH RESULTS

1. Analysis Stage

The analysis stage is an important foundation in the development of learning modules, which aims to identify problems and needs at SDN 17 Pekanbaru. The analysis was carried out on three main aspects, namely teacher needs, student needs, and curriculum.

a. Teacher Needs Analysis

The analysis of teachers' needs is carried out through interviews with class V teachers to find out the actual conditions of learning and relevant media needs. The teacher revealed that the learning media used is still very limited and does not support the active involvement of students. One of the teachers stated:

"So far, we have only used LKS and lecture methods. Interactive or visual media is not yet available, even though students often look bored and lack enthusiasm."

The teacher also added that the material "Norms in My Life" is less interesting if it is only delivered conventionally. When asked about the ideal learning medium, the teacher explained:

"We need media that can attract students' attention, such as local images or videos that are relevant to their lives. If possible, the material is associated with the surrounding culture or environment so that it is more grounded."

This statement indicates the need to develop learning media based on local wisdom that can enrich teaching methods and improve student understanding.

b. Student Needs Analysis

Interviews were also conducted with several students of grade V to find out their perception of current learning. Most students said that they felt bored quickly when learning only using LKS. One student says: *"When I read the book, I was exhausted and exhausted. There are also only a few pictures, so it's less exciting."*

Another student added:

"If there are color pictures or stories about people in my village, I am more enthusiastic about learning them."

These findings show that students want learning media that not only conveys the material, but is also visual, engaging, and contextual. The modules developed need to consider graphic elements and their relevance to the students' real lives to make them easier to understand and enjoy.

c. Curriculum Analysis

Curriculum analysis was carried out by examining Learning Outcomes (CP) and Learning Objectives (TP) in Chapter 2 of the Pancasila Education subject in the Independent Curriculum. The material "Norms in My Life" was chosen because it is closely related to the formation of students' character and behavior in daily life.

The results of this analysis are the basis for the selection and organization of materials in the module. The goal is that the development of modules is not only in accordance with the curriculum, but also contextual with local culture. Modules based on Riau local wisdom are expected to be able to bridge the gap between learning outcomes and student needs.

The Learning Outcomes and Learning Objectives from Chapter 2 are shown in Table 1 as a reference for the development of module content. However, because the research is still in the development stage, the effectiveness of the module cannot be measured empirically.

Table 1. Learning Outcomes and Learning Objectives

Learning Outcomes (CP)	Learning Objectives (TP)
Students are able to understand, distinguish, and apply norms and rules in daily life, both in the family, school, and community environment.	1. Students are able to explain the meaning and various norms in life.
	2. Students are able to identify examples of behavior that is in accordance with norms and not according to norms in the surrounding environment.
	3. Students are able to apply norm values in daily life.
	4. Students are able to analyze the importance of Riau's local wisdom in supporting the implementation of norms.

2. Design Stage

At this stage, a learning module based on Riau's local wisdom is planned and designed. Based on the data obtained from the analysis stage, the design process is carried out. The development of the module involves several stages as follows:

Table 2. Design Stages

Yes	Phase	Description
1	Module Analysis Needs	Based on the results of the analysis stage, further analysis was carried out to ensure that the module design meets the needs of teachers and students.

2	Determination of Material	The "Norms in My Life" material is determined specifically based on curriculum analysis, including sub-material on the types of norms, the importance of norms, and examples of the application of norms in daily life.
3	Module Framework Determination	The module framework or structure is designed systematically, including title pages, introductions, table of contents, concept maps, learning objectives, materials, learning activities, evaluation sheets, answer keys, author profiles, and bibliography. This ensures a logical and comprehensive learning flow.
4	Integration of Riau Local Wisdom	The researcher identifies and determines the elements of Riau local wisdom that are relevant and can be integrated into the material "Norms in My Life". This integration aims to increase the relevance and relevance of the material to the cultural context of students, for example through examples of folklore or customs that contain norm values.
5	Collection of Supporting Materials	Various materials and supporting resources for the content of the module, such as texts, images, illustrations related to Riau's local wisdom, and case studies, are collected to enrich the content and visuals of the module.
6	Module Creation Draft	Once all the elements are gathered and planned, the initial draft of the module begins to be compiled to completion, covering all the components that have been designed. This process involves drafting the text, layout, and placement of visual elements to make them attractive and easy to read.

3. Development Stage

At the development stage, product validation is carried out by testing the feasibility of modules that have been designed by several experts who are experienced in evaluating learning modules. The researcher consulted the module to two subject matter experts and two designated linguists to identify the strengths and weaknesses of the developed media. This validation process aims to improve the Riau local wisdom-based module in accordance with the suggestions given by the validators. The following table presents the names of validators who assessed the modules in this study:

Table 3. Names of Validators

Yes	Aspects	Code	Agency
1	Material	MN	Lecturer in Elementary School Teacher Education
		AT	Pancasila and Citizenship Education Teacher
2	Language	NA	Lecturer in Elementary School Teacher Education
		ND	Indonesian Teacher
3	Design	YES	Teacher
		NI	Teacher

a. Product Validation and Revision by Subject Matter Experts

The validation process is carried out by presenting the modules that have been developed to each validator and providing validation sheets to be filled out based on the predetermined assessment aspects. This validation aims to assess content suitability, integration with local wisdom values, and alignment with student characteristics. The results of the evaluation of the material aspects can be seen in Table 4 below:


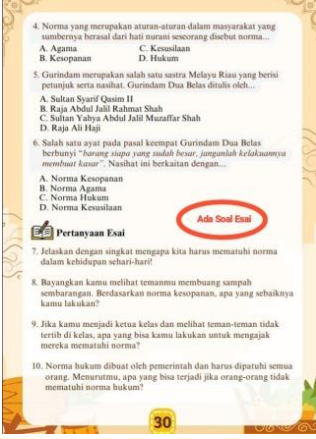


Initial material	After revision
 <p>3. Di dalam lingkungan masyarakat Indonesia, norma dibagi menjadi 4 berdasarkan jenisnya yang terdiri dari...</p> <p>A. Norma agama, norma kesopanan, norma kesucian, dan norma hukum B. Norma agama, norma kesopanan, norma kesucian, dan norma hukum C. Norma kesopanan, norma hukum, norma kesucian, dan norma agama D. Norma hukum, norma kesucian, norma kesopanan, dan norma agama</p> <p>4. Norma yang merupakan aturan-aturan dalam masyarakat yang sumbernya berasal dari hati nurani seseorang disebut norma...</p> <p>A. Agama C. Kesucian B. Kesopanan D. Hukum</p> <p>5. Gurindam merupakan salah satu sastra Melayu Riau yang berisi petunjuk serta nasihat. Gurindam Dua Belas ditulis oleh...</p> <p>A. Sultan Syarif Qasim II B. Raja Abdul Jali Rahmat Shah C. Sultan Yahya Abdul Jali Mazaffar Shah D. Raja Ali Haji</p> <p>6. Salah satu ayat pada pasal keempat Gurindam Dua Belas berbunyi "Barang siapa yang sudah besar, janganlah kelakuannya membuat kasur". Nasihat ini berkaitan dengan...</p> <p>A. Norma Kesopanan B. Norma Agama C. Norma Hukum D. Norma Kesucian</p> <p style="text-align: center;">Tidak Ada Soal Esai</p> <p style="text-align: center;">26</p>	 <p>4. Norma yang merupakan aturan-aturan dalam masyarakat yang sumbernya berasal dari hati nurani seseorang disebut norma...</p> <p>A. Agama C. Kesucian B. Kesopanan D. Hukum</p> <p>5. Gurindam merupakan salah satu sastra Melayu Riau yang berisi petunjuk serta nasihat. Gurindam Dua Belas ditulis oleh...</p> <p>A. Sultan Syarif Qasim II B. Raja Abdul Jali Rahmat Shah C. Sultan Yahya Abdul Jali Mazaffar Shah D. Raja Ali Haji</p> <p>6. Salah satu ayat pada pasal keempat Gurindam Dua Belas berbunyi "Barang siapa yang sudah besar, janganlah kelakuannya membuat kasur". Nasihat ini berkaitan dengan...</p> <p>A. Norma Kesopanan B. Norma Agama C. Norma Hukum D. Norma Kesucian</p> <p style="text-align: center;">Ada Soal Esai</p> <p>Pertanyaan Esai</p> <p>7. Jelaskan dengan singkat mengapa kita harus mematuhi norma dalam kehidupan sehari-hari?</p> <p>8. Bayangkan kamu melihat temanmu membuang sampah sembarangan. Berdasarkan norma kesopanan, apa yang sebaiknya kamu lakukan?</p> <p>9. Jika kamu menjadi ketua kelas dan melihat teman-teman tidak terlibat di kelas, apa yang bisa kamu lakukan untuk mengajak mereka mematuhi norma?</p> <p>10. Norma hukum dibuat oleh pemerintah dan harus dipatuhi semua orang. Menurutmu, apa yang bisa terjadi jika orang-orang tidak mematuhi norma hukum?</p> <p style="text-align: center;">30</p>
 <p>3. Berikut adalah kewajiban seorang siswa yang harus dilaksanakan dalam lingkungan sekolah, kecuali...</p> <p>A. Datang ke sekolah tepat waktu B. Menjaga nama baik keluarga C. Menanti seluruh tata tertib dan aturan yang ada di sekolah D. Menjaga kebersihan sekolah</p> <p>4. Legenda Batang Tuaka merupakan salah satu cerita rakyat dari Riau. Pesan moral dari kisah ini adalah...</p> <p>A. Sebagai seorang anak kita harus menghormati dan menyayangi orang tua kita bagaimanapun kondisinya B. Ketika ada ulat yang sekerat kita harus menahan untuk mendapatkan imbalan permata C. Kita harus menuruti perintah sundagar kaya D. Ketika menjadi orang kaya jangan lupa untuk bersikap sombong</p> <p>5. Sikap tokoh bernama Tuaka dari "Legenda Batang Tuaka" telah melanggar beberapa norma di masyarakat, kecuali...</p> <p>A. Norma Agama B. Norma Kesopanan C. Norma Kesucian D. Norma Hukum</p> <p style="text-align: center;">Tidak Ada Soal Esai</p> <p style="text-align: center;">29</p>	 <p>4. Legenda Batang Tuaka merupakan salah satu cerita rakyat dari Riau. Pesan moral dari kisah ini adalah...</p> <p>A. Sebagai seorang anak kita harus menghormati dan menyayangi orang tua kita bagaimanapun kondisinya B. Ketika ada ulat yang sekerat kita harus menahan untuk mendapatkan imbalan permata C. Kita harus menuruti perintah sundagar kaya D. Ketika menjadi orang kaya jangan lupa untuk bersikap sombong</p> <p>5. Sikap tokoh bernama Tuaka dari "Legenda Batang Tuaka" telah melanggar beberapa norma di masyarakat, kecuali...</p> <p>A. Norma Agama B. Norma Kesopanan C. Norma Kesucian D. Norma Hukum</p> <p>6. Berikut yang termasuk contoh penerapan norma kesopanan di lingkungan keluarga adalah...</p> <p>A. Tidak mau mendengarkan nasihat orang tua untuk istirahat dari bermain handphone B. Berkata kasar saat marah kepada orang tua C. Irit dan berpamitan kepada orang tua sebelum pergi ke sekolah D. Berani mengemukakan pendapat di depan orang banyak</p> <p style="text-align: center;">Ada Soal Esai</p> <p>Pertanyaan Esai</p> <p>7. Dalam cerita Legenda Batang Tuaka, Tuaka melanggar norma kehidupan nyata? Bagaimana pendapatmu jika hal itu terjadi di kehidupan nyata?</p> <p>8. Mengapa setiap orang harus mematuhi norma yang berlaku, baik di rumah, sekolah, maupun masyarakat?</p> <p>9. Ceritakan pengalamanmu saat kamu melaksanakan kewajiban di sekolah tanpa disuruh oleh guru. Apa yang kamu rasakan setelahnya?</p> <p>10. Jelaskan satu contoh tindakan di rumah yang mencerminkan penerapan norma kesopanan!</p> <p style="text-align: center;">33</p>

Table 4. Results of Initial Validation by Subject Matter Experts

Validator	Empirical Score	Maximum Score	Percentage	Criterion
Mr. MN	86,76	100	86,76%	Suitable for Use with Revision
Mother DI	89,70	100	89,70%	Suitable for Use with Revision
Average			88,23%	Suitable for Use with Revision

Source: Author's
Processed Data

Based on the results of the material validation test in Table 4, the initial validation was carried out by Mr. MN as a Material Expert 1, which gave a score percentage of 86.76% in the category "Suitable for Use with Revision". Meanwhile, the percentage score given by Mrs. DI as a Subject Expert 2 is 89.70%, also in the category "Suitable for

Use with Revision" with the suggestion that the evaluation sheet use HOTS (Higher Order Thinking Skills) questions and be more varied. Overall, the average score of the two subject matter expert validators was 88.23%. After revision according to input, the final validation results by subject matter experts showed a significant improvement, with an average score of 94.11% (category "Suitable for Use Without Revision"), as shown in Table 4.

b. Product Validation and Revision by Design Experts

The validation process is carried out by presenting the modules that have been developed to each validator and providing validation sheets to be filled out based on the predetermined assessment aspects. The results of the evaluation of the design aspect can be seen in Table 5 below:

Initial design	After revision
	
	

Table 5. Initial Validation Results by Design Experts

Validator	Empirical Score	Maximum Score	Percentage	Criterion
Mrs. YA	90	100	90%	Suitable for Use with Revision

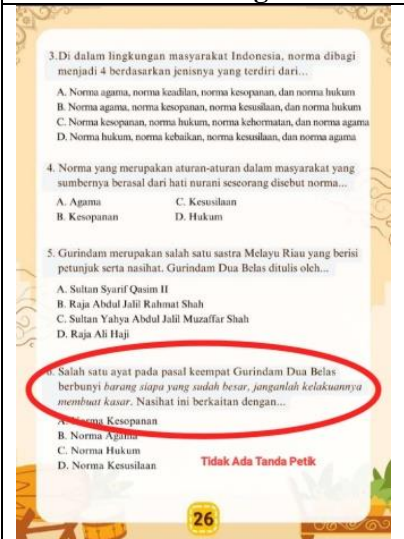
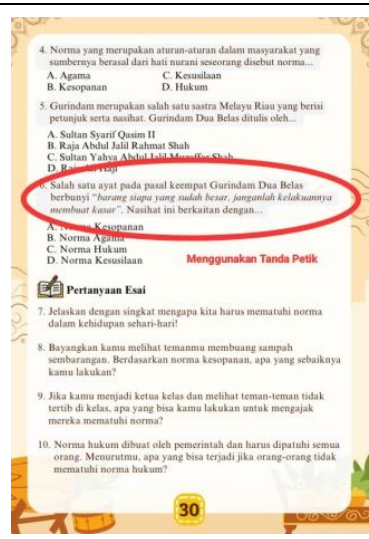
Mother NI	92,5	100	92,5%	Suitable for Use with Revision
Average			91,25%	Suitable for Use with Revision

Source: Author's
Processed Data

The initial validation process for the developed module was carried out by presenting it to two Design expert validators, Mrs. YA and Mrs. NI. Both of them fill out validation sheets based on predetermined assessment aspects. The results of the evaluation show that this module is suitable for use with revisions. Validator Mrs. YA gave a score of 90 out of 100 (90%), while Mrs. NI gave a score of 92.5 out of 100 (92.5%). On average, the module obtained a percentage of 100% (from an average empirical score of 90 and a maximum score of 100), indicating that overall the module meets the eligibility criteria, but still requires some revision for improvement.

c. Product Validation and Revision by Linguists

The validation process is carried out by presenting the modules that have been developed to each validator and providing validation sheets to be filled out based on the predetermined assessment aspects. The results of the evaluation of the language aspect can be seen in Table 5 below:

Initial design	After revision
	

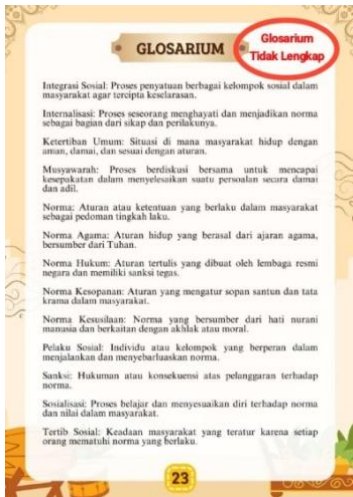

Initial design	After revision
	

Table 5. Initial Validation Results by Linguists

Validator	Empirical Score	Maximum Score	Percentage	Criterion
Mrs. NA	92,5	100	92,5%	Suitable for Use with Revision
Mrs. ND	85	100	85%	Suitable for Use with Revision
Average			88,75%	Suitable for Use with Revision

Source:
Author's
Processed
Data

Based on the results of the language validation test in Table 5, the initial validation was carried out by Mrs. NA as a Linguist 1, who gave a score percentage of 92.5% in the category "Suitable for Use with Revision" with suggestions to pay attention to word selection so as not to confuse students, avoid excessive use of conjunctions, and add a glossary. Meanwhile, the percentage of the score given by Mrs. ND as a Linguist 2 is 85%, also in the category "Suitable for Use with Revision" with suggestions related to the consistency of terms, the use of quotation marks in quotations, and the use of capital letters. Overall, the average score of the two linguist validators was 88.75%. After revision according to input, the final validation results by linguists showed an improvement, with an average score of 93.75% (category "Suitable for Use Without Revision"), as shown in Table 5.

Table 5. Overall Module Validation Results (Before and After Revision)

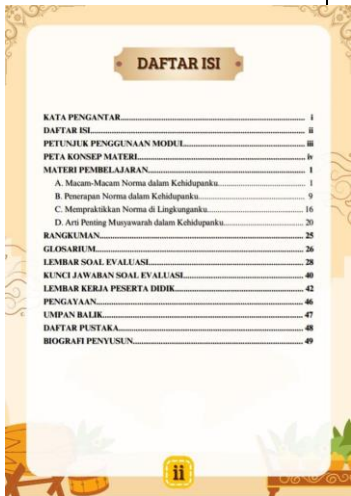
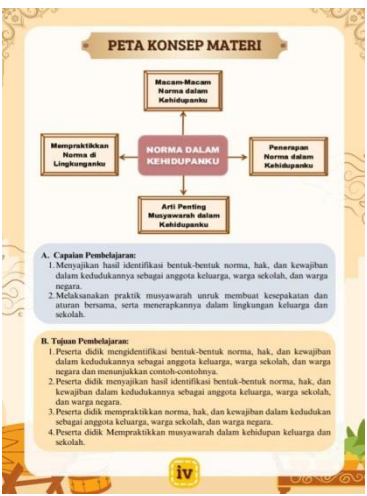

Validator	Validation Aspects	Initial Score (%)	Preliminary Description	Initial Revision Suggestions	Final Score (%)	Final Remarks
Mr. Muhammad Nukman, S.Pd., M.Pd.	Subject Matter 1	86,76	Suitable for Use with Revision	Emphasis on more in-depth material	94,11	Suitable for Use Without Revision

Mrs. Dwi Indrianty, S.Pd.	Subject Matter 2	89,70	Suitable for Use with Revision	The evaluation sheet uses HOTS questions and is more varied	94,11	Suitable for Use Without Revision
Mrs. Nuratika, S.Hum., M.Pd.	Linguist 1	92,5	Suitable for Use with Revision	Pay attention to words that confuse students, don't use conjunctions, add glossary explanations	95	Suitable for Use Without Revision
Mrs. Nuri Deswari, M.Pd.	Linguist 2	85	Suitable for Use with Revision	Consistency of terms, use of quotation marks in quotations, and use of capital letters	92,5	Suitable for Use Without Revision
Mrs. Yuliana Andriani, S.Pd.	Design Expert 1	90	Suitable for Use with Revision	Provide information on the cover so that the society understands better	97,5	Suitable for Use Without Revision
Mother of Ketut Ari Oktarina, S.Pd.Sd	Design Expert 2	92,5	Suitable for Use with Revision	On each material add an image	96,25	Suitable for Use Without Revision

Based on Table 5, the results of the module validation show that the Riau local wisdom-based learning module on the Norms in My Life material has met the eligibility criteria after going through a series of revisions. The improvement in the validation score of all experts, which reached a range of 92.5% to 95% at final validation, shows that the developed module is very feasible to use without further revision. This proves that a systematic development process that is responsive to expert feedback can produce high-quality products.

Module Product Results

After the researcher carried out the 3 stages above (Analysis, Design, Development), the researcher produced a module media based on Riau local wisdom on the material Norms in My Life for students as follows:

Table of Contents	Concept Map	Author Biography
		

DISCUSSION

Based on the results of the research that has been carried out, the development of a learning module based on Riau's local wisdom in the material Norms in My Life is based on the need for relevant and contextual teaching

materials for grade V students of SDN 17 Pekanbaru. The ADDIE development model was chosen because of its systematic and comprehensive stages, ranging from needs analysis to product evaluation (Sugiyono, 2019). This systematic approach ensures that the resulting modules not only meet feasibility standards, but also correspond to the characteristics and needs of the user.

In the Analysis stage, the researcher identified various problems and needs at SDN 17 Pekanbaru, including the analysis of the needs of teachers, students, and curriculum. The analysis of teachers' needs reveals that the availability of innovative learning media is still limited, thus hampering the process of delivering effective material. In line with this, research by Widyasari and Susilawati (2021) shows that teachers often face challenges in finding learning media that is interesting and relevant to student characteristics. Therefore, module development is a solution to meet these needs. The analysis of student needs provides an overview of students' preferences for interactive and visual-based learning media, in line with the characteristics of elementary school students who tend to understand concepts more easily through a concrete approach (Setyadi & Lestari, 2022). Meanwhile, curriculum analysis is the basis for determining the material for Norms in My Life that will be integrated in the module, ensuring alignment with the learning objectives that have been set.

The Design Stage is a crucial phase in creating an attractive and functional module framework and content. At this stage, the researcher designed the display of the module, determined the material to be presented, and integrated Riau's local wisdom. The integration of local wisdom in teaching materials is very important because it can increase the relevance of learning to the surrounding environment of students, enrich cultural understanding, and foster a sense of love for the homeland (Puspita & Hidayat, 2021). By incorporating elements of Riau culture, such as folklore, customs, or local values related to norms, this module is expected to be more engaging and easy for students to understand. In addition, the determination of a clear and systematic module framework is also key to the success of the design, which allows for a structured and easy-to-follow learning flow for students independently (Yunitasari & Anugraheni, 2021).

The Development stage is the culmination of the module manufacturing process, where the product that has been designed is then validated by experts. This expert validation aims to measure the level of feasibility, accuracy, and effectiveness of the module before it is implemented (Rusmawati et al., 2020). The results of the initial validation showed that there were several notes and suggestions for revision, especially related to the use of HOTS questions on the evaluation sheet and the consistency of the use of terms. Suggestions for implementing HOTS questions are very relevant because modern learning emphasizes the development of students' critical and creative thinking skills, not just memorization (Saputri & Ruswita, 2023). In addition, language-related advice, such as avoiding confusing words and adding a glossary, is essential to ensure the readability of modules for grade V elementary students. Consistency in the use of terms and the correct application of writing rules also support the overall quality of the module.

After revision based on feedback from validators, the module showed a significant improvement in the final validation results. The improved validation score of all experts, which reached a range of 92.5% to 95%, showed that the developed module was very feasible to use without further revision. This proves that a systematic development process and responsiveness to expert feedback can produce quality products. This success is in line with research by Sari et al. which shows that learning modules that have gone through a validation and revision process by experts have a high level of feasibility and are ready to be piloted in the learning process. Thus, this module based on Riau local wisdom is not only valid in terms of content and language, but is also expected to be able to increase students' understanding of the material Norma in My Life and foster appreciation for local culture.

However, this study has limitations that need to be critically acknowledged. One of the limitations is that this research has not yet reached the stage of implementation and testing of modules in the classroom directly. Thus, the effectiveness of the module in improving student learning outcomes and its influence on the understanding of local wisdom values has not been empirically proven. These limitations open up opportunities for further research that can test the impact of modules through more in-depth experiments or field studies. Thus, even though this module based on Riau local wisdom has been declared valid in terms of content and language, further steps are needed in the form of implementation to ensure the usefulness of the module in a real learning context.

CONCLUSION

This research succeeded in developing a learning module based on Riau local wisdom on the material "Norms in My Life" for grade V students of SDN 17 Pekanbaru using the ADDIE model. The analysis stage identifies

teachers' needs for innovative media, students' preferences for visual interactive media, and alignment with Learning Outcomes and learning objectives. At the design stage, the materials and module frameworks are compiled, as well as Riau's local wisdom is integrated to increase relevance and contextuality. The development phase involves validation by subject matter experts and linguists, where constructive input and suggestions (such as the use of HOTS questions, evaluation variations, and language improvement) are implemented through revision. The final results of the validation showed a significant increase in scores, indicating the module was well worth using without further revision. The novelty of this research lies in the integration of Riau local wisdom into the learning module of the material "Norms in My Life" for elementary school students. Although the development of general learning modules has been extensive, an approach that specifically incorporates elements of Riau's local culture in the context of everyday life norms makes this module unique and relevant. This integration not only increases the relevance of the material to the surrounding environment of students, but also has the potential to foster a deeper sense of love for the homeland and a deeper cultural understanding in students.

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