

DEVELOPMENT OF INTERACTIVE TEACHING MATERIALS FOR EXPLANATORY TEXT MATERIALS BASED ON LOCAL WISDOM CLASS IX at MTs AL-KAUTSAR PEKANBARU

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ABSTRACT

This research aims to develop interactive teaching materials for explanatory text materials based on Riau Malay local wisdom with the help of the LUMI website for grade IX students of MTs Al-Kautsar Pekanbaru and test the level of validity, practicality, and effectiveness in learning Indonesian. This research uses the Research and Development (R&D) method with the ADDIE model which includes the analysis, design, development, implementation, and evaluation stages. The research subjects consisted of material experts, media experts, Indonesian language teachers, and grade IX students. Data collection techniques are carried out through observation, interviews, validation questionnaires, teacher and student response questionnaires, and learning outcome tests in the form of pretests and posttests. Data were analyzed using quantitative descriptive analysis and paired-sample t-test. The results of the study show that interactive teaching materials assisted by the LUMI website are in the category of very valid based on the assessment of material experts and media experts. The responses of teachers and students show that teaching materials are practical in learning because they have an attractive appearance, are easy to operate, and are able to increase student engagement. In addition, the results of the effectiveness test showed an increase in student learning outcomes after using interactive teaching materials with a significance value of < 0.05 . The integration of Riau Malay local wisdom through Malay poems, poems, and Malay Tutoring makes learning more contextual and meaningful for students. Thus, interactive teaching materials based on Riau Malay local wisdom with the help of the LUMI website were declared feasible, practical, and effective to be used in learning explanatory texts in grade IX MTs.

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INTRODUCTION

Learning Indonesian at the junior high school/MTs level requires students not only to understand information textually, but also to be able to develop critical thinking skills, digital literacy, and appreciation of local culture. In this context, teaching materials have an important role as a means that bridges the goals of the curriculum with the learning experience of students. Interactive teaching materials are understood as a set of learning materials that allow learners to interact directly with the content through navigation, exercises, quizzes, automatic feedback, and multimedia integrations such as text, images, audio, and video. The presence of interactive teaching materials makes the learning process no longer one-way, but encourages students to become active and independent learning subjects (July Etri & Amir, 2024).

Various studies have shown that the use of interactive teaching materials is able to improve the quality of learning in various subjects. Research (Afrizal et al., 2024) Proving that interactive teaching materials can significantly improve students' understanding of concepts. Similar findings were also found in the development of interactive teaching materials based on local wisdom in learning to read fairy tales, procedural texts, and dramas that are considered valid, practical, and effective for use in learning (Halisa et al., 2025). The results of the study show that interactive teaching materials have great potential to be applied in learning Bahasa Indonesia, including explanatory text materials.

Explanatory texts are one of the important materials in learning Indonesian language in grade IX because it contains the ability to understand and reconstruct past events chronologically. This text not only presents historical facts, but also presents social, cultural, and humanitarian values through a narrative form that is closer to the reader's experience. The structure of explanatory texts consists of orientation, a series of events, and reorientation with linguistic characteristics in the form of the use of temporal conjunctions and past tense. In learning, students are required to be able to understand the structure of the text, select historical facts, and relate events to the social and cultural context behind them. Research Asnawi et al. (2022) shows that the use of explanatory texts in learning is able to improve students' literacy, analytical skills, and active participation in class discussions.

However, learning explanatory texts in schools still faces various obstacles. The materials used tend to be general, abstract, and less associated with the cultural reality of students. In fact, contextual Indonesian language learning requires the integration of local culture so that students feel close to the text they are learning (Lestari, 2021). In this context, local wisdom is an important element because it contains values, knowledge, traditions, and cultural identities of the community that can be used as a source of learning. Mukhlis et al. (2024) emphasized that integrating local wisdom in learning Indonesian helps students understand the text not just as a series of words, but as a representation of the history and social life of its people.

Riau Province as a region that is firmly rooted in Malay culture has a wealth of local wisdom such as pantun, poetry, gurindam, oral traditions, and Malay Tutoring which is full of moral values, religiosity, responsibility, and social ethics (Marianti et al., 2025). Various studies have shown that the integration of Riau Malay culture in learning can strengthen the character and identity of students (Ani et al., 2024). However, the use of local wisdom in Indonesian teaching materials is still not optimal. Explanatory text material in schools generally only discusses the development of communication in general without associating it with traditional Malay communication practices such as pantun, poetry, and Malay Guidance advice which are actually very relevant as a source of local explanatory texts.

On the other hand, the development of digital technology requires learning innovations that are more adaptive to the characteristics of the digital generation. APJII data in 2024 shows that internet penetration in Indonesia reaches 79.5% of the total population and most of its users come from the adolescent age group (Indonesia, 2024). This condition shows that students are very close to digital technology, so learning that only relies on printed books becomes less relevant to their learning habits. Therefore, web-based interactive teaching materials are needed that are

able to integrate digital technology with the local cultural context so that learning becomes more interesting and meaningful.

One of the platforms that can be used in the development of interactive teaching materials is LUMI Education. The platform allows teachers to curate learning materials in the form of interactive presentations, videos, quizzes, and other digital activities in a single learning package. Research (Etfita et al., 2023) shows that the use of LUMI-based learning media is able to significantly improve student learning outcomes. However, the use of LUMI in learning Indonesian language, especially in explanatory text materials based on Riau Malay local wisdom, is still very limited. Most research on the use of LUMI still focuses on the subjects of Informatics, mathematics, and science.

This condition was also found at MTs Al-Kautsar Pekanbaru. Although this madrasah already has computer laboratory facilities and digital learning support facilities, the Indonesian language learning process is still dominated by lecture methods and the use of conventional textbooks. In the explanatory text material, students have difficulty understanding the concept and chronology of events because the material is less interactive and has not been associated with the reality of Riau Malay culture which is close to their lives. As a result, students' motivation to learn tends to be low and their involvement in the learning process is not optimal.

Based on this description, it can be seen that there is a need for the development of interactive teaching materials for explanatory text materials based on Riau Malay local wisdom that are able to answer learning challenges in the digital era while strengthening the cultural identity of students. This research aims to develop interactive teaching materials assisted by the LUMI website for grade IX students of MTs Al-Kautsar Pekanbaru and test its feasibility, practicality, and effectiveness in improving student learning outcomes and motivation. Thus, this research is expected to contribute to the development of Indonesian language learning based on technology and Riau Malay local wisdom.

RESEARCH METHODS

This research uses a quantitative approach with research and development methods or Research and Development (R&D). The R&D method is used because the research not only aims to produce products in the form of interactive teaching materials, but also tests the feasibility, practicality, and effectiveness of these products in learning Indonesian in explanatory text materials. The development research was chosen because it is in accordance with the research objectives that focus on the design, validation, revision, and implementation of teaching materials based on Riau Malay local wisdom with the help of the LUMI website (Anggreini et al., 2025).

The research was carried out at MTs Al-Kautsar Pekanbaru in grade IX students for the 2025/2026 school year. The selection of the research location is based on the readiness of digital learning support facilities, such as computer laboratories and internet access that have been used in the implementation of the Computer-Based National Assessment (ANBK). In addition, Indonesian language learning in the madrasah is still dominated by the use of conventional teaching materials, so innovation of teaching materials that are more interactive and contextual is needed.

The development model used in this study adapts the ADDIE model which consists of five stages, namely analysis, design, development, implementation, and evaluation. The ADDIE model was chosen because it has a systematic and flexible step in the development of digital-interactive learning products (Alber et al., 2022).

The first stage is analysis (needs analysis). At this stage, learning needs are identified through classroom observation, interviews with Indonesian teachers, and the distribution of questionnaires to grade IX students. The analysis was carried out to determine the learning conditions of explanatory texts, the characteristics of students, the use of learning media, and the need for interactive teaching materials based on Riau Malay local wisdom. In addition, a curriculum analysis was carried out to adjust the material to the learning outcomes of Indonesian language in grade IX.

The second stage is design. At this stage, the researcher prepared an interactive teaching material design which included material structure, display design, preparation of explanatory texts based on Riau Malay local wisdom, preparation of exercises, interactive quizzes, learning videos, and navigation on the LUMI website. The material developed includes the definition of explanatory texts, text structure, linguistic rules, and examples of texts that are integrated with Riau Malay culture such as pantun, poetry, Malay Guidance, and Malay communication traditions.

The third stage is development. At this stage, the design of teaching materials is realized into an interactive digital product using the LUMI Education platform. The products that have been developed are then validated by material experts and media experts. The validation of material experts includes aspects of content suitability, language, depth of material, and integration of Riau Malay local wisdom. Meanwhile, the validation of media experts includes aspects of visual display, interactivity, navigation, ease of use, and technical quality of media. The validation results are used as a basis for product revision before being tested on students.

The fourth stage is implementation. The revised interactive teaching material product is implemented in learning Indonesian in explanatory text materials in grade IX. At this stage, a limited trial was carried out to determine the practicality and effectiveness of the teaching materials. Teachers and students were asked to provide responses through a practicality questionnaire, while the effectiveness of teaching materials was measured through learning outcome tests using a one-group pretest-posttest design. Students are given a pretest before using interactive teaching materials and a posttest after the learning process is completed.

The last stage is evaluation. Evaluation is carried out on the entire development process and the results of the implementation of teaching materials. The evaluation includes the analysis of expert validation results, teacher and student responses, and improvement of student learning outcomes. This stage aims to find out whether the interactive teaching materials developed have met the criteria for valid, practical, and effective use in learning explanatory texts based on Riau Malay local wisdom.

The research instruments used consisted of observation sheets, interview guidelines, expert validation questionnaires, teacher and student response questionnaires, and learning outcome tests. The validation questionnaire uses a four-level Likert scale with the categories of excellent, good, adequate, and poor. Learning outcome tests are given in the form of pretest and posttest to measure students' improvement in understanding of explanatory text material.

The data analysis technique in this study uses quantitative descriptive analysis. The data from expert validation results and response questionnaires were analyzed using percentages to determine the feasibility and practicality of the product. Meanwhile, learning outcome data was analyzed using the paired-sample t-test to determine the significant difference between students' pretest and posttest scores after using interactive teaching materials. The decision-making criteria were determined based on the significance value of $\alpha = 0.05$. If the sig value < 0.05 , then the teaching material is declared effective in improving student learning outcomes. In addition, the improvement in learning outcomes was also analyzed using the N-Gain score to find out the category of improvement in student learning outcomes.

RESEARCH RESULTS RESULTS

This research produced a product in the form of interactive teaching materials for explanatory text materials based on Riau Malay local wisdom with the help of the LUMI website for grade IX students at MTs Al-Kautsar Pekanbaru. The product was developed as an effort to answer the needs of Indonesian language learning that is more innovative, contextual, and in accordance with the development of digital technology. The development of teaching materials is carried out using the ADDIE model which includes five stages, namely analysis, design, development,

implementation, and evaluation. Each stage is carried out systematically to produce teaching materials that are valid, practical, and effective for use in learning explanatory texts. The products produced are in the form of interactive digital teaching materials that can be accessed through computer devices and smartphones. The teaching materials contain explanatory text learning materials, learning videos, visual illustrations, interactive quizzes, practice questions, and learning evaluations that are integrated into the LUMI Education platform. In addition, the teaching materials also contain elements of Riau Malay local wisdom such as poems, poetry, Malay Tutoring, and the history of Malay community communication as part of strengthening the cultural identity of students.

1. Analysis Stage

The analysis stage is the initial stage that is carried out to identify learning needs, characteristics of students, the condition of school facilities, and problems faced by teachers and students in learning explanatory texts. The analysis was carried out through observation of learning in the classroom, interviews with Indonesian language teachers, and the distribution of needs questionnaires to grade IX students. The results of the observation show that the learning process of Bahasa Indonesia, especially in explanatory text materials, is still taking place conventionally. Teachers use lecture methods and printed textbooks as the main source of learning. The use of digital learning media is still very limited, so the learning process tends to take place in one direction. This condition causes students to be less active in learning and easily lose focus when the teacher explains the material.

Based on the results of the interview, the Indonesian language teacher stated that one of the main obstacles in learning explanatory texts is the low interest of students in reading long texts. Students often have difficulty understanding the structure of explanatory texts, determining the sequence of events, and identifying the values contained in the text. The teacher also said that the material in the textbook did not raise much of the local culture of Riau Malays so that students did not feel close to the material studied. In addition, the results of the analysis show that schools actually have adequate facilities to support digital learning, such as computer labs, internet networks, and smartphone use by most students. However, these facilities have not been optimally utilized in learning the Indonesian language. This condition shows that there is an opportunity to develop more interesting and interactive digital learning media.

The results of the student needs questionnaire show that most students prefer learning that contains multimedia elements such as videos, images, audio, animations, and interactive quizzes. Students admitted that it was easier to understand the material when presented visually and interactively than just reading long texts on printed books. In addition, students also expressed interest in materials related to their regional culture, such as poems, poetry, folklore, and traditions of the Riau Malay community. The findings at the analysis stage show that students need teaching materials that not only present the material systematically, but are also able to present a more interesting, interactive, and contextual learning experience. Therefore, the development of interactive teaching materials based on Riau Malay local wisdom is considered relevant to the learning needs in schools and the characteristics of students in the digital era.

2. Design Stage

The design stage is carried out after learning needs are successfully identified. At this stage, the researcher compiles an interactive teaching material design that is tailored to the learning outcomes of Indonesian language in grade IX in explanatory text materials. The design begins with the preparation of the structure of the content of teaching materials, display design, selection of supporting media, and planning of interactive learning activities that will be published on the LUMI website. The structure of the teaching materials consists of an opening page, instructions for use, learning objectives, core materials, explanatory text examples, learning videos, practice questions,

interactive quizzes, and final evaluation. The material is arranged in stages starting from the definition of explanatory texts, text structure, linguistic rules, to analysis of the elements of explanatory texts. The preparation of the material is carried out using simple and communicative language so that it is easy for students to understand.

At this stage, the researcher also designed the integration of elements of Riau Malay local wisdom into the learning materials. Examples of explanatory texts used raise Malay cultural themes such as the development of pantun traditions, the history of Malay community communication, and the values in Malay Tutoring. The integration of local culture is carried out so that students can understand the material more contextually while fostering a sense of pride in their regional culture. The display design of teaching materials is made simple but attractive by paying attention to the combination of colors, font sizes, layouts, and menu navigation so that it is easy for students to use. The LUMI website was chosen because it allows the integration of various multimedia elements such as images, audio, video, animations, and digital quizzes in a single learning platform. In addition, the platform can be accessed through various devices, making it easier for students to learn flexibly both at school and at home. Interactive quizzes and practice questions are designed using the digital evaluation feature on LUMI that allows students to get feedback directly after answering questions. This feature is expected to increase students' motivation to learn because they can find out the learning results quickly and independently.

3. Development Stage

The development stage is carried out by realizing the design of teaching materials into interactive digital products using the LUMI website. At this stage, all learning components that have been designed begin to be integrated into the platform, including text materials, learning videos, supporting images, audio, practice questions, and interactive quizzes. The initial product produced is then validated by material experts and media experts to determine the feasibility of the product before it is implemented in learning. Validation of material experts is carried out to assess the suitability of the content of the teaching materials with the curriculum, the accuracy of the concept, the use of language, the systematics of presentation, and the integration of elements of Riau Malay local wisdom. Meanwhile, media expert validation was carried out to assess the visual appearance, design quality, ease of navigation, readability of the text, and the level of interactivity of teaching materials.

The validation results showed that the interactive teaching materials obtained the category of "very valid" from both material experts and media experts. The material expert stated that the content of the teaching materials was in accordance with the achievements of Indonesian language learning in grade IX and was able to present contextual learning through the integration of Riau Malay culture. The use of examples of texts based on local culture is considered to be able to help students understand the material more concretely and close to their daily lives. From the media aspect, the validator assessed that the display of the teaching materials was interesting and interactive. The use of a combination of text, images, videos, and digital quizzes is considered to be able to increase students' attention and engagement during learning. In addition, menu navigation is considered quite simple so that it makes it easier for students to access the material independently. Despite obtaining a highly valid category, validators still provide some suggestions for improvement. These suggestions include simplifying the appearance of the main menu, adding instructions for use in several features, and adding a variety of evaluation questions so that the difficulty level of the questions is more diverse. Based on these suggestions, the researcher revised the product so that more optimal teaching materials were obtained before being applied in classroom learning.

4. Implementation Stage

The implementation stage was carried out by piloting interactive teaching materials for grade IX students in explanatory text learning. The learning process is carried out using computer devices and smartphones connected to

the internet network. The teacher plays the role of a facilitator who directs students in using teaching materials during the learning process. At the implementation stage, students looked more active and enthusiastic about learning compared to previous learning that only used textbooks. Students can access the material independently, watch learning videos, read explanatory texts based on Riau Malay culture, and do interactive quizzes directly through the LUMI website. Interactive learning activities make students more focused and involved in the learning process.

The results of the teacher's response questionnaire showed that the teaching materials developed were very helpful in the learning process. Teachers assessed that the material was systematically arranged, the attractive appearance, and the interactive features made it easier to deliver the material to students. The teacher also stated that the integration of Riau Malay culture in teaching materials provides added value because students can learn Indonesian language material as well as get to know the culture of the region. The students' response to the use of teaching materials also showed very positive results. Students stated that learning became more fun and easy to understand because of the learning videos, visual illustrations, and interactive quizzes. In addition, students feel more interested in reading explanatory texts because the material is associated with Riau Malay culture which is close to their daily lives.

The effectiveness of teaching materials is measured through the results of the students' pretest and posttest. The results of the analysis showed an increase in the average score of students after using interactive teaching materials based on the LUMI website. Before the use of teaching materials, most students had difficulty understanding the structure and content of explanatory texts. However, after the use of interactive teaching materials, students' understanding of the material has increased significantly. Based on the results of the paired-sample t-test, a significance value of less than 0.05 was obtained, so there was a significant difference between learning outcomes before and after the use of interactive teaching materials. These results show that the teaching materials developed are effective in improving students' learning outcomes in explanatory text materials. In addition to improving learning outcomes, interactive teaching materials are also able to increase learning motivation, student involvement, and students' interest in Riau Malay culture.

DISCUSSION

The results of the study show that the development of interactive teaching materials for explanatory texts based on Riau Malay local wisdom with the help of the LUMI website is able to answer the needs of Indonesian language learning that is more innovative, contextual, and in accordance with the development of digital technology. The development of this teaching material does not only focus on delivering the material, but also on how to create a more active and meaningful learning experience for students. The use of interactive media allows students to be directly involved in the learning process through reading, observing videos, answering quizzes, and exploring material independently. This condition shows a change in learning patterns from teacher-centered to student-centered learning. The findings of this study are in line with Aprilia et al. (2025) which states that interactive teaching materials are able to increase students' participation and learning independence because students not only receive information passively, but also interact directly with the learning material. In this study, students looked more active during the learning process. They not only listen to the teacher's explanations, but also engage in digital activities such as accessing learning videos, reading interactive texts, and completing exercises and quizzes independently. These activities help students build a deeper understanding of explanatory text material.

The success of the teaching materials developed is also influenced by the integration of elements of Riau Malay local wisdom into the learning materials. The integration of local culture makes the material closer to the lives of students so that learning feels more contextual and meaningful. In this study, elements of Riau Malay culture such as pantun, poetry, Malay Teaching, and Malay communication traditions were used as part of explanatory texts and

learning illustrations. The presence of local cultural elements makes it easier for students to understand the content of the text because the material studied is directly related to their social and cultural environment. These findings support the Asriningrum et al. (2024) which states that learning based on local wisdom can strengthen the character of students through the introduction of regional cultural values. In addition, Apdelmi (2025) It also emphasizes that local wisdom helps students understand texts as representations of the culture and social realities of their communities. In the context of this research, students not only learn to understand the structure of explanatory texts, but also understand the moral values, ethics, and Malay cultural identity contained in the learning materials. Thus, the teaching materials developed not only function as a language learning medium, but also as a means of preserving local culture.

The results of this study also reinforce the findings Duratun et al. (2024) and Assobakh & Sodiq (2025) which states that the development of teaching materials based on local wisdom is able to increase students' motivation and learning outcomes. In this study, students showed a higher interest in the material because learning presents cultural elements that they are familiar with in their daily lives. This condition makes learning feel closer and not abstract. Students become more comfortable understanding the content of explanatory texts because the material is not only presented in the form of theory, but also associated with their own cultural experiences.

From the aspect of learning media, the use of the LUMI website makes an important contribution to the creation of more interactive and flexible learning. The LUMI platform allows the integration of various multimedia elements such as text, images, audio, video, and interactive quizzes in a single learning medium. The presence of these features helps students learn more varied and not monotonous. Based on the results of observations during the implementation, students looked more focused and enthusiastic when using LUMI-based teaching materials compared to when learning only used printed textbooks. The use of the LUMI website also supports independent learning because students can access the material anytime and anywhere through digital devices. This condition is very relevant to the characteristics of the digital generation who are used to using technology in their daily lives. The results of this study are in line with the research Amalia et al. (2023) Which shows that LUMI-based learning media is able to significantly improve student learning outcomes. In addition, Sumartini et al. (2025) and Sartimah (2025) also explained that digital-interactive learning media can increase student engagement because it provides a more interesting and communicative learning experience.

The increase in student learning outcomes after the use of interactive teaching materials shows that the integration of multimedia and interactive activities has a positive influence on student understanding. Students will find it easier to understand the structure of explanatory texts, identify chronology of events, and analyze linguistic elements in texts. Learning videos and material visualizations help students understand concepts that were previously considered difficult and abstract. In addition, interactive quizzes with live feedback allow students to find out their mistakes quickly so that the learning process becomes more effective. These findings support the results of the study Salsabila & Anggraini (2025) Sapitri & Suriani (2025) which states that interactive learning media is able to improve students' understanding because learning does not only take place verbally, but also involves visual elements and participatory activities. In this study, students not only read the material, but also explored information through videos, interactive exercises, and digital evaluations that helped strengthen their understanding of the explanatory text material.

In addition to having an impact on learning outcomes, the interactive teaching materials developed also contribute to increasing students' learning motivation. Based on the results of the student response questionnaire, most students stated that learning using interactive teaching materials was more fun than conventional learning. This is due to the variety of learning activities that make students not get bored quickly. The use of videos, images, and digital quizzes creates a more lively learning atmosphere and attracts students' attention during the learning process.

Increased motivation to learn shows that interactive learning media can help create a more conducive learning environment. These findings are in line with opinion Ruswan et al. (2024) and Akmalia et al. (2023) which states that learning media based on culture and technology can increase students' interest in learning because it presents a learning experience that is more relevant to their lives. In the context of this research, the integration of Riau Malay culture and digital technology succeeded in creating learning that is not only interesting, but also meaningful for students. This study also shows that the use of teaching materials based on the LUMI website can support the strengthening of students' digital literacy. Students not only learn to understand Indonesian materials, but also learn to use digital technology productively and responsibly. Students are used to accessing digital information, operating interactive learning media, and completing evaluations online. This condition shows that digital-based learning can be a form of digital literacy implementation in schools.

In the context of 21st century education, digital literacy skills are one of the important competencies that students must have. Therefore, the use of web-based interactive teaching materials is not only relevant to improve learning outcomes, but also helps prepare students to face technological and information developments. These findings reinforce the opinion Rosyidah et al. (2025) which states that the integration of technology in learning can improve students' competence in facing modern educational challenges.

Overall, the results of the study prove that the interactive teaching materials of explanatory texts based on Riau Malay local wisdom with the help of the LUMI website are feasible, practical, and effective for use in learning Indonesian language in grade IX MTs. This research also shows that the integration of digital technology and local wisdom can be a relevant learning strategy in answering educational challenges in the digital era without ignoring the cultural identity of students.

CONCLUSION

Based on the results of research and development, it can be concluded that the interactive teaching material of explanatory texts based on Riau Malay local wisdom assisted by the LUMI website for grade IX students at MTs Al-Kautsar Pekanbaru has been successfully developed using the ADDIE model which includes the stages of analysis, design, development, implementation, and evaluation. The products produced are in the form of interactive digital teaching materials that contain explanatory text materials, learning videos, practice questions, interactive quizzes, and the integration of elements of Riau Malay culture such as pantun, poetry, and Malay Tutoring. The results of validation by material experts and media experts show that the teaching materials developed are in the category of being very valid and suitable for use in learning Indonesian. From the content aspect, the teaching materials are considered to be in accordance with learning outcomes, use communicative language, and be able to integrate Riau Malay local wisdom contextually. From the media aspect, teaching materials are considered interesting, easy to use, and have a good level of interactivity so that they can support student involvement in the learning process.

The results of the implementation show that interactive teaching materials assisted by the LUMI website are practically used by teachers and students. Students' responses to the use of teaching materials showed a very good category because learning became more interesting, less monotonous, and easier to understand through the use of interactive multimedia. In addition, the integration of Riau Malay culture in the learning materials helps students understand explanatory texts more contextually and close to their daily lives. The effectiveness of teaching materials is shown through improving student learning outcomes based on the comparison of pretest and posttest scores. The results of statistical analysis showed that there was a significant difference between learning outcomes before and after the use of interactive teaching materials. Thus, the teaching materials developed are declared effective in improving students' understanding of explanatory text materials.

This research shows that the development of interactive teaching materials based on Riau Malay local wisdom can be an innovative alternative in learning Indonesian language in the digital era. The integration of learning technology with local culture not only improves learning outcomes and student motivation, but also helps strengthen students' cultural identity and digital literacy. Therefore, interactive teaching materials assisted by the LUMI website can be recommended as a relevant learning medium to be applied in learning Bahasa Indonesia, especially in explanatory text materials.

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