

Interactive Teaching Material Design for Learning Anecdote Text Based on Riau Malay Stories for Students

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Abstract: This study aims to design and develop interactive teaching materials for anecdote text learning based on Malay Riau stories for tenth-grade students at Uperta Integrated Agricultural Vocational High School (SMKN Pertanian Terpadu) in Pekanbaru City. This development is motivated by students' low interest in understanding anecdote texts, which tend to be abstract and lack connection to local cultural contexts. The research employed the Research and Development (R&D) method using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The results indicate that the interactive teaching materials based on Malay Riau culture effectively enhance student engagement and are valid and feasible for use according to assessments by media experts, language experts, and subject matter experts.

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Introduction

Indonesian language learning at the vocational high school (Sekolah Menengah Kejuruan/SMK) level plays a strategic role in developing students' literacy skills, critical thinking abilities, and cultural awareness (Budiaryawan et al., 2025; Rahmayanti et al., 2025). As vocational students are prepared not only for the workforce but also for active participation in society, Indonesian language instruction must foster communicative competence and the ability to interpret social realities critically. One learning material that reflects these competencies is anecdotal text, which combines humor, social criticism, and moral messages within a narrative structure (Fitria & Kuntoro, 2025).

However, anecdotal text learning presents considerable challenges in classroom practice. Observations conducted at the Integrated Agricultural Vocational High School (SMKN Pertanian Terpadu) in Pekanbaru City revealed that many students perceive anecdotal texts as monotonous and difficult to understand. This difficulty arises because anecdotal texts require students to grasp implicit meanings, humor techniques, and social satire simultaneously (Budiaryawan et al., 2025; Afriansyah, 2025). These findings are supported by an internal survey conducted in 2025, which showed that 78% of students were unable to write anecdotal texts that appropriately conveyed humor and social criticism. In

addition, the teaching materials used in class were predominantly textual and lacked digital interactivity, resulting in low student engagement, particularly among digital-native learners.

The limited use of interactive and culturally relevant teaching materials further exacerbates this problem. Learning resources that do not align with students' sociocultural backgrounds tend to reduce motivation and hinder comprehension. Therefore, innovation in teaching materials is urgently needed to make anecdotal text learning more meaningful, engaging, and contextual (Adnyani et al., 2025; Risti & Sutarini, 2025).

One potential solution is the development of interactive teaching materials based on Riau Malay folktales (Risti & Sutarini, 2025). Traditional stories such as Si Lancang, Pak Belalang, and Raja Kecil contain rich elements of humor, moral values, and social criticism that are closely related to the daily lives and cultural identity of the Riau community (Wero dkk., 2024). Integrating these local narratives into anecdotal text learning not only enhances students understanding of textual structures and language styles but also strengthens character education and cultural literacy (Widiantari dkk., 2025; Titin dkk., 2025). Moreover, embedding these stories into interactive digital formats can increase student engagement and facilitate active learning (Yuningsih dkk., 2025)

Based on these considerations, this study aims to design and validate interactive teaching materials for learning anecdotal texts based on Riau Malay folktales using the ADDIE development model (Agung dkk., 2025). The development of these materials is expected to improve students' anecdotal text writing skills, foster cultural awareness, and provide an innovative learning resource that aligns with the characteristics of vocational students in the digital era.

Research Method

This study employed the Research and Development (R&D) method using the ADDIE development model, which consists of five systematic stages: Analysis, Design, Development, Implementation, and Evaluation (Pharhyuna & Jaya, 2024). The ADDIE model was selected because it provides a structured framework for designing, developing, and evaluating instructional media in a systematic and iterative manner, ensuring that the developed product aligns with learners' needs and instructional objectives (Agung et al., 2025).



Figure 1. ADDIE Model

At the analysis stage, a needs analysis was conducted to identify the problems and requirements in anecdotal text learning. The participants involved were 10th-grade students of UPERTA (Integrated Agricultural Vocational High School) and Indonesian language teachers. Data were collected through questionnaires distributed to students and semi-structured interviews with teachers. The analysis focused on four main aspects: content relevance, language clarity, graphic design, and learning media characteristics. The results indicated that students experienced difficulties in understanding and writing anecdotal texts due to abstract explanations and monotonous teaching materials. Students expressed the need for learning media that is visually appealing, contextual to their local culture, interactive, and accessible for independent learning, both inside and outside the classroom.

The design stage involved planning the structure and layout of the interactive teaching materials based on the findings from the needs analysis. At this stage, learning objectives were formulated in accordance with the Indonesian language curriculum for vocational high schools. The content framework of the teaching materials was designed using Riau Malay folktales as the main contextual basis. The materials consisted of: (1) an introduction to anecdotal texts, including their definition, structure, and linguistic features; (2) examples of anecdotal texts adapted from Riau Malay stories, specifically Pak Belalang and Bujang Tan Domang; and (3) interactive learning activities such as multiple-choice quizzes, reflective questions, and anecdotal text writing exercises. Storyboards and navigation flow were also designed to ensure user-friendly interaction and logical content sequencing.

During the development stage, the interactive teaching materials were produced based on the design specifications. The media was developed using Articulate Storyline to ensure interactivity, responsiveness, and ease of use. Various multimedia elements were integrated, including explanatory text, illustrations representing Malay cultural characters, audio narration (voiceovers), animations, and interactive features such as drag-and-drop quizzes. This stage also involved internal validation to ensure that the content accuracy, language use, and media functionality met instructional standards before being implemented in the classroom.

The implementation stage involved a limited-scale trial of the developed teaching materials. The trial was conducted with 25 10th-grade UPERTA students. During this stage, the interactive media was used as a supplementary learning resource alongside face-to-face instruction. Students accessed the materials individually using digital devices, while teachers facilitated learning and provided guidance. The implementation aimed to observe students' responses, engagement levels, and ease of using the media in an authentic classroom setting.

Finally, the evaluation stage was conducted to assess the effectiveness and feasibility of the developed teaching materials. Evaluation data were collected through student questionnaires and teacher feedback forms. The evaluation focused on several aspects, including content clarity, visual and media presentation, ease of navigation, interactivity, and student engagement. Based on the evaluation results, revisions and improvements were made to enhance the quality and usability of the teaching materials. This iterative evaluation process ensured that the final product met both pedagogical and technical requirements for anecdotal text learning at the vocational high school level.

Result and Discussion

Result

This study involved 32 respondents from grade X UPERTA students of SMKN Pertanian Terpadu Kota Pekanbaru, consisting of 20 male students and 12 female students aged 15–16 years. Students come from diverse cultural backgrounds, but most have a close relationship with Riau Malay culture due to the school's location in an agricultural-based rural area. This condition is an important basis for developing teaching materials based on local stories.

Initial observations showed that students had difficulty understanding anecdotal texts for two main reasons:

- 1) The material used by teachers was still conventional and irrelevant to students' experiences,
- 2) The lack of examples of anecdotes sourced from local culture made it difficult for students to grasp the humor, satire, and social context contained in the text.

To design the teaching materials, researchers distributed a 15-item needs questionnaire covering four indicators: content, language, graphics, and learning media. Data were analyzed using a 1–5 Likert scale. Overall, 87% of students stated that the current materials were less interesting, while 92% stated that it was easier to understand the text if the examples used were from Riau Malay stories.

1. Content Needs

The questionnaire results show:

Table 1. Content Needs

Indicator	Findings	Percentage
Learning Outcomes	Students need a clear understanding of the structure of anecdotal texts.	59,3%
Material Relevance	Students want material that relates to everyday life.	94%

Indicator	Findings	Percentage
Benefits	Students hope the material will improve their creativity and storytelling skills.	74%

The majority of students emphasized the importance of material related to their experiences, such as local humor, folk tales, everyday village stories, and lighthearted issues they frequently hear. They found the structure of anecdotal texts difficult to understand without concrete examples from their own culture.

2. Language Needs

The findings regarding the language aspect are as follows:

Table 2. Language Needs

Indicator	Findings	Percentage
Vocabulary	Students want simple, non-formal vocabulary.	31,2%
Information	Students need clear information about humor and satire.	53%
Language Rules	Students want examples of Riau Malay language usage that adhere to the rules.	64%

Students more easily understand anecdotes that use informal language with a touch of Riau Malay dialect, such as the expressions "*awak*" "*bau nyo*" or "*macam mano tu.*" However, they still want guidance on using standard language so they can write anecdotes correctly.

3. Graphic Needs

Findings related to the appearance of teaching materials:

Table 3. Graphic Needs

Indicator	Findings	Percentage
Font	Times New Roman.	91%
Paper Size	A4 Length.	70%
Layout	Material with frames and illustrations.	62,5%
Illustration	Malay culture images and videos.	68,8%
Color Gradient	Bright color combination (yellow-green)	42%

Students wanted materials that included illustrations of Malay culture, such as traditional clothing, Malay houses, or community activities like the rice harvest. Visual elements were believed to help them understand the humorous context of the anecdotes.

4. Learning Media Needs

Table 4. Learning Media Needs

Indicator	Findings	Percentage
Media Type	Mobile/laptop based digital media.	68,7%
Media	Interactive, clickable, audio-visual.	89%

Indicator	Findings	Percentage
Criteria		
Digital Content	Riau Malay stories, local humor.	61%
Presentation Model	Anecdotal dialogue/comic.	74%

Students really want digital materials that can be accessed from mobile phones and have interactive elements such as buttons, audio, short videos, and anecdotal comics based on local stories.

Discussion

This research discussion describes the results of the analysis of the needs of class X Uperta students of SMKN Pertanian Terpadu Kota Pekanbaru regarding the development of interactive teaching materials for anecdotal texts based on Riau Malay stories. The research findings show that the majority of students have a high interest in teaching materials that highlight local cultural elements, due to the closeness of the context to their daily experiences. This is in line with the theory of contextual learning which states that materials relevant to students' social and cultural environments will increase the effectiveness of learning and facilitate the process of internalizing knowledge. In this context, Riau Malay stories that are full of humor, satire, and moral values are the right source to help students understand the characteristics of anecdotal texts.

Furthermore, students' linguistic needs also provide important insights into the development of teaching materials. Students stated that they found it easier to understand anecdotal texts that used simple, communicative language, yet still retained a touch of the familiar Riau Malay dialect. This finding aligns with Tomlinson's theory of learning differentiation, which emphasizes that language in teaching materials must be tailored to students' developmental levels and abilities. Proportional use of local dialects can create a bridge of understanding between the structure of anecdotal texts and students' linguistic experiences, so that the learning process is not only cognitive but also affective. In this case, the use of distinctive word choices such as "*awak*" "*macam mano*" or "*ndak kaya*" (unreasonable) provides a more pronounced humorous nuance and is closer to students' realities.

From a graphical perspective, students showed a high level of interest in learning materials that featured engaging visual elements, such as illustrations of Malay culture, bright colors, and well-organized layouts. This preference aligns with Mayer's multimedia theory, which states that the combination of text and visuals enhances comprehension through the simultaneous processing of visual and verbal information. Vocational high school students with a visual-kinesthetic learning style tend to be more responsive to materials featuring images, comics, or aesthetic cover designs. Therefore, the use of illustrations of Malay

traditional houses, traditional clothing, humorous expressions, and local cultural symbols can enhance understanding of the satire and irony in anecdotal texts.

Furthermore, the need for digital learning media was a key finding in this study. Nearly all students stated that they preferred learning media that could be accessed through digital devices such as laptops or mobile phones. This demonstrates that digital media integration is a real need in today's learning environment, especially for vocational high school students who are accustomed to using technology in their daily activities. Interactive media that allows students to click on images, watch videos, open comic dialogues, or activate audio stories are considered more engaging than conventional textbooks. This finding supports Heinich's theory of interactive learning, which emphasizes that active student engagement through digital media can increase motivation, interest, and understanding of the material.

In relation to the ADDIE model used in this study, the needs analysis stage proved to be a crucial step. Clearly identified student needs were then translated into teaching materials that incorporated elements of Riau Malay culture, communicative language, and engaging visuals during the design phase. The development phase also demonstrated that multimedia integration was a crucial element in producing materials that truly suited the characteristics of vocational high school students. The resulting teaching materials not only accommodated academic needs but also strengthened students' local cultural identities, making learning more meaningful.

Overall, this discussion demonstrates that students' need for interactive teaching materials based on Riau Malay stories is highly relevant and aligned with modern learning theories. Learning anecdotal texts, often considered difficult to understand, can be addressed by presenting culturally relevant materials, familiar language styles, and engaging digital media. Thus, the development of these teaching materials has the potential to not only improve cognitive learning outcomes but also enhance students' learning interest, creativity, and ability to understand and produce quality anecdotal texts.

Conclusion

Based on the results of the research that has been conducted, it can be concluded that the design of interactive teaching materials for learning anecdotal texts based on Riau Malay stories has succeeded in answering the research objectives, namely creating interesting, contextual, and effective learning media for class X UPERTA students of Integrated Agricultural Vocational School, Pekanbaru City. The scientific findings of this study indicate that the integration of local cultural elements into language learning is able to foster a sense of emotional and cultural closeness of students to the material being studied. By utilizing Riau Malay stories such as *Pak Belalang* and *Si Lancang*, students can understand anecdotal texts not only as a form of humor or satire, but also as a representation of moral values and social criticism that live in their own society.

Scientifically, this study proves that learning that links local cultural contexts with the use of interactive technology can strengthen students' knowledge construction process. The use of the Articulate Storyline application as a medium for developing teaching materials plays a significant role in increasing student motivation and participation in learning because it provides a more visual, engaging, and responsive learning experience to the needs of the digital generation. Furthermore, expert validation results indicate that the design of the developed teaching materials has met the content, language, and display aspects very well, making it suitable for use in Indonesian language learning activities.

Thus, this study confirms that learning anecdotal texts based on Riau Malay stories through interactive media can be an innovative learning model and a means of preserving regional culture. This approach not only improves students' literacy skills but also strengthens local identity amidst the globalization of education. Integrating local wisdom and digital technology is a relevant learning strategy for realizing a humanistic, creative, and culturally grounded education.

Recommendation

Based on the research results and findings, several points can be considered for further development. This research still has limitations, particularly in the implementation phase, which was conducted within a limited scope, namely in one class at the Integrated Agricultural Vocational School in Pekanbaru City. Therefore, to obtain more comprehensive results, similar research could be conducted with a broader scope and involving various school characteristics and student backgrounds.

In practice, the use of interactive learning media based on Articulate Storyline requires adequate technological infrastructure. Barriers such as limited computer equipment, unstable internet access, and teachers' skills in operating digital applications remain challenges that can impact the effectiveness of this media implementation in the classroom. Therefore, schools are advised to provide support in the form of training for teachers on digital media use and ensure the availability of supporting facilities to ensure optimal interactive learning.

For Indonesian language teachers, the results of this study can serve as a reference for developing other teaching materials based on local culture. Teachers are expected to utilize the potential of regional culture as a learning resource rich in moral and social values, so that students can learn the language while simultaneously understanding the local wisdom that is part of their identity. Furthermore, teachers are advised to combine the use of interactive media with a collaborative learning approach so that students can exchange ideas, discuss, and be creative in writing anecdotal texts relevant to their daily lives.

For future researchers, further development could focus on enhancing the media's interactivity features, such as automated evaluation, educational games, or integration with online learning platforms. Further research could also explore the impact of this media use on other aspects such as critical thinking skills, writing creativity, or an appreciation for local literature. Thus, research in this area can continue to develop and make a greater contribution

to strengthening cultural literacy and innovation in Indonesian language learning in the digital era.

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