



Design of Material Needs Profile in Reading Learning Textbooks based Riau Malay Folklore

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Abstract: This study aims to identify the needs for the content of textbooks for learning to read which contain texts from Riau Malay folklore. The approach used in this research was qualitative with a descriptive method. The data collection techniques were questionnaires and interviews. Based on an analysis of the content aspects of textbooks for learning to read, there are several conclusions. First, students want textbook material that includes depth of material and examples of material to facilitate learning; second, students want the accuracy of textbook material which includes examples of material so that it is easy to understand; third, students want up-to-date textbook material and in accordance with the psychological development of students; fourth, students want noble values in textbooks to benefit their readers; and fifth, students want to use cliché language in the content of Riau Malay folklore which is taught in textbooks, so that they can increase their knowledge of the cliché language used in Riau Malay folklore. In addition, students also want the text of Riau Malay folklore in textbooks to add new knowledge about this folklore.

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Introduction

Textbooks are a learning resource that has an important role in supporting the learning process for students (Oktaviana & Susiaty, 2020). Essentially, an open book contains information and knowledge that readers can learn from. Without a complete open book, teachers will experience difficulty in increasing the effectiveness of learning, as well as students who will have difficulty learning the material. Therefore, the development of open books is an important effort to improve the quality of learning. According to (Sukerni, 2014), textbooks have a systematic structure and sequence, explain the instructional objectives to be achieved, motivate students to learn, anticipate students' learning difficulties in the form of guiding students to study the book, provide lots of practice for students, provide a general summary, and oriented to individual students (learner-oriented). Open books are an important factor in improving the quality of learning (Febrianto & Puspitaningsih, 2020).

Folk tales are stories set in the past, which can be characteristic of each region; this is because Indonesia has a rich culture, which can be a source of creativity in making children's stories or folk tales from the origins of these folk tales, which contain a variety of cultures which include rich culture and history. owned by the area (Anindya et al., 2019). Folk tales are stories from ancient times that have developed in society from generation to generation and are conveyed orally (Mahendra et al., 2018). Indonesian folklore, especially Riau folklore, has many functions for life, namely as entertainment and strengthening the socio-cultural values that apply in Riau society. Apart from that, some prohibitions and taboos need



to be avoided. According to Fauzi (2020), folklore has several functions, namely, recreational function (entertainment), didactic function (education), aesthetic (beauty), morality (moral education), and religious (religious education).

The textbooks used by students in the books *Literacy Learning Strategies for Improving Literacy Skills in Mathematics Science Reading and Writing*, *Reading Learning based on character education*, and *Reading Learning Strategies and Techniques*, still discuss the material and are less interesting. Therefore, there must be new innovations in reading learning books containing the concept of Riau Malay folklore which can be integrated into reading learning textbooks. Textbooks provide structured material that is used to support the learning process (Kamarudin & Pahar, 2020). Teaching materials or learning materials (instructional materials) broadly speaking consist of knowledge, skills, and attitudes that students must learn in order to achieve the predetermined competency standards standards that have been determined. In detail, types of learning materials consist of knowledge (facts, concepts, principles, procedures), skills, and values and attitude (Aisyah et al., 2020). For this reason, the author wants to develop a textbook in the form of learning to read containing Riau Malay folklore texts. With textbooks, it will be easier for teachers to carry out learning and students will be more helped and easier to learn.

Widodo and Jasmadi in (Yuberti, 2014) explain that there are several characteristics of teaching materials that must be met, namely: (1) self-instructional, where teaching materials must be able to enable students to learn on their own with clear material and presented in units or activities that Specific; (2) self-contained, meaning that all learning material from one competency or sub-competency unit must be contained in one complete teaching material; (3) stand-alone, where teaching materials must be able to stand alone without depending on other teaching materials; (4) adaptive, namely teaching materials must be able to quickly adapt to developments in science and technology; and (5) user-friendly, meaning that every instruction and information must be easy to understand and use by users or students. In this case, textbooks must make it easier for readers or students to obtain information that is clear and easy to understand.

According to (Patiung, 2016) essentially reading is a physical and psychological process, where we observe writing visually and think in processing the information in the reading. In the reading process, groups of words that form a unity must be seen in one view and the meaning of individual words must be known. Meanwhile, according to (Putri et al., 2023) reading is the ability to use thoughts and actions to carry out visual activities, pronounce a series of letters into words and sentences, master reading techniques and understand the content of the reading correctly. Reading activities are carried out involving thinking, reasoning, emotions and are adapted to the theme and type of reading encountered by the learner (Harianto, 2020). Therefore, reading is not only looking at a collection of letters that form words, groups of words, sentences, paragraphs and discourse, but also the activity of understanding and interpreting symbols, signs or meaningful writing so that the message conveyed by the writer can be received by the reader.

Many researchers have conducted research on the development of teaching materials, some of which, namely Vaziria et al., (2022), revealed that the folklore teaching materials developed fall within the "feasible" criteria and can be implemented. It is hoped that this teaching material can be an alternative to learning folklore in class X. Melasarianti et al. (2019) conducted a study on the preparation of teaching materials for Indonesian language subjects based on folklore from Banjarnegara Regency. Based on the results from material experts, media experts, and learning experts, teaching materials are considered valid if they



reach 88.5%, 80%, and 83.7%, respectively. Furthermore (Kusnita et al., 2021), the results of the research show that folklore can be used as teaching material for Indonesian language subjects in junior high schools. This is because the values contained in Malay folklore can be used as literary teaching material, which contains good educational values, both moral, social and cultural. Apart from that, teaching folklore-based literature can be used as contextual learning material and can also be used as a forum for introducing and preserving local culture.

Research Method

This research was a qualitative approach with a descriptive method. The descriptive method is a research method that is shown to create systematic, actual and accurate images or paintings using sample or population data (Tanjung & Nababan, 2016). The subjects in this study were students of the language and literature education study program in Riau Province. The data source of this research was a textbook for learning to read Riau Malay folklore texts developed by lecturers. Researchers act as the main instrument in this research.

The data collection techniques used were questionnaires and interviews. Data analysis was carried out using the Milles and Huberman model, which consists of three stages: data reduction, data presentation, conclusions and data verification (Milles & Huberman, 2014). Data reduction aims to simplify abstract data into a clear and detailed summary. Data presentation was carried out by presenting data in narrative form and the results of research on textbook development. Conclusions and data verification were carried out by drawing further conclusions. If the conclusions put forward at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions (Urrohmah, 2019).

Results and Discussion

The results of the needs analysis of the characteristics of reading learning textbooks show that there are twelve indicators that need to be considered in the aspect of content needs. The twelve indicators are material suitability, material suitability recommendations, material accuracy, material accuracy recommendations, material up-to-dateness, material up-to-date recommendations, folklore texts, folklore text recommendations, noble values, noble values recommendations, Malay terms, and recommended Malay terms. These indicators can be described as follows:

Table 1. Student Responses to Content Requirements

Indicator	Question	A	B	C	D	E
Suitability	4	0	10	15	0	0
Material Suitability Recommendations	5	5	20	0	0	0
Accuracy	6	1	7	17	0	0
Material Accuracy Recommendations	7	10	15	0	0	0
Update	8	2	20	3	0	0
Recommendations for Updating Materials	9	5	20	0	0	0
Folklore Texts	10	8	17	0	0	0
Recommended Folklore Texts	11	20	5	0	0	0
Noble Values	12	16	9	0	0	0
Recommendations for Noble Values	13	16	9	0	0	0



Malay Terms	14	3	19	3	0	0
Recommended Malay Terms	15	3	17	5	0	0

From the table above, you can see an overview of the aspects of content requirements in reading learning textbooks. The first indicator regarding the suitability of the material showed that 60% of respondents felt it was not suitable, 40% felt it was appropriate, and no one did not answer. The second indicator, namely recommendations for material suitability, shows that 80% of respondents said it was good, 20% was very good, and no one did not answer. The third indicator, regarding the accuracy of the material, showed that 68% of respondents felt it was less accurate, 28% felt it was accurate, and 4% felt it was very accurate, and no one did not answer. The fourth indicator, namely recommendations for material accuracy, shows that 60% of respondents said it was good, 40% was very good, and no one answered. The fifth and sixth indicators, namely regarding the up-to-dateness of the material and recommendations, show that the majority of respondents feel good or very good. The seventh and eighth indicators, namely about folklore texts and recommendations, show that the majority of respondents said they were good or very good. The ninth and tenth indicators, namely about noble values and recommendations, show that the majority of respondents feel very good or good. The eleventh and twelfth indicators, namely regarding Malay terms and recommendations, show that the majority of respondents said they were good or very good, but there were a small number who felt they were not good. There were no respondents who did not answer all indicators.

The reading learning textbooks desired by students also consider aspects of content requirements. Students need the content of reading learning textbooks that have material suitability, material accuracy, and up-to-date material, folklore texts, noble values, and Malay terms. Student responses to the suitability of the reading-learning textbook material were obtained from question 4: "What do you think is the suitability of the reading-learning textbook material that the lecturer has been using?" It is known that students need appropriate textbook material for learning to read. The need for suitability of textbook material for learning to read is known as follows.



Figure 1. Student Responses to the Suitability of Reading Learning Textbook Material

Based on the results of a survey of 25 students regarding the suitability of reading learning textbook material, it was found that 15 students answered that it was not suitable (60%), 10 students answered that it was suitable (40%), and 0% did not answer that it was very suitable, not suitable, and very not suitable. This data is confirmed by the results of the lecturers' answers which show that the suitability of the reading learning textbook material used is still not appropriate. From this data it is known that the suitability of the reading learning textbook material that has been used so far is still not appropriate. This proves that developing the characteristics of reading learning textbooks is very necessary.



Based on the students' comments, it can be stated that the development of reading learning textbooks is very necessary. Because the reading learning textbook material used by students does not provide examples of the material, it makes it difficult for students to understand the material. Therefore, it is very necessary to develop reading learning textbooks with the appropriateness of the material to make it easier for students to learn. Teaching material development activities contain a number of steps and procedures as well as principles that must be considered in order to create effective, efficient and interesting teaching materials for use in facilitating students' learning processes (Pribadi & Padmo, 2019). According to Sumiati (2020) the development of teaching materials is not only based on the interests of the developer, but is an alternative solution to learning problems.

Furthermore, students' recommendations regarding the suitability of the reading learning textbook material were obtained from question 5 "What are your recommendations for the reading learning textbooks that lecturers have been using regarding the suitability of the material?" It is known that students want conformity with reading learning textbook material. Student recommendations regarding the suitability of reading learning textbook material are known as follows.

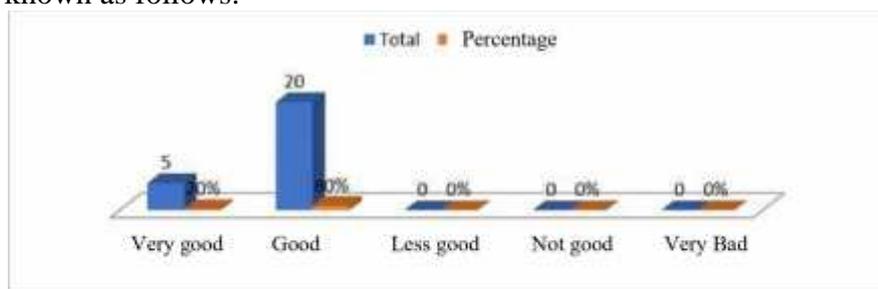


Figure 2. The Importance of Suitability of Reading Learning Textbook Material

Based on the results of a recommendation survey of 25 students regarding the suitability of the reading learning textbook material that lecturers use, it is known that 20 students answered good (80%), 5 students answered very well (20%), and 0% did not answer not good, not good, and very not Good. This data is confirmed by the results of the lecturers' answers who wanted the suitability of the reading learning textbook material. From this data, it can be concluded that students want the suitability of reading and learning textbook material. This proves that developing the characteristics of reading learning textbooks is very necessary.

Based on the student's recommendations, it can be stated that reading learning textbooks must present appropriate material. With the suitability of the textbook material, learning to read makes it easier for students to learn. From the results of the students' answers, information was obtained that students wanted the reading learning textbook material to be suitable to make it easier for them to learn. Therefore, it is very necessary to develop the characteristics of reading learning textbooks with the suitability of the material to help more effective learning. Textbook development activities contain a number of steps and procedures as well as principles that must be considered in order to create effective, efficient and interesting textbooks for use in facilitating students' learning process (Pribadi & Padmo, 2019). Next, students' responses to the accuracy of the reading learning textbook material were obtained from question 6 "What do you think about the accuracy of the reading learning textbook material that has been used so far?" It is known that students need accuracy in textbook material for learning to read. The need for accuracy in reading learning textbook material is known as follows.

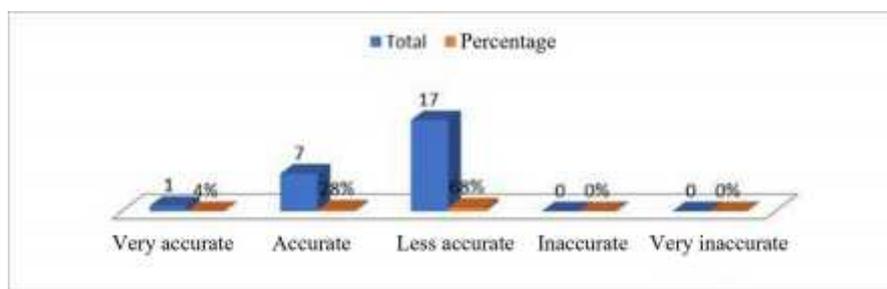


Figure 3. Student Responses to the Accuracy of Reading Learning Textbook Material

Based on the results of a survey of 25 students regarding the accuracy of the reading learning textbook material that has been used so far, it is known that 17 students answered that it was not accurate (68%), 7 students answered that it was accurate (28%), 1 student answered that it was very accurate (4%), and 0% did not answer inaccurately, and very inaccurately. This data is confirmed by the results of the lecturers' answers which show that the accuracy of the reading learning textbook material used is still inaccurate. From this data, it is known that the accuracy of the reading learning textbook material that has been used so far is still inaccurate. This proves that it is very necessary to develop reading-learning textbooks. The textbooks used need to be developed so that they contain accurate content or material and can be delivered systematically. The textbooks used must be able to make students have specific abilities after studying the content (Priadi & Padmo, 2019).

Student recommendations regarding the accuracy of reading learning textbook material were obtained from question 7 "What are your recommendations regarding the accuracy of reading learning textbook material that has been used so far?" It is known that students want accuracy in reading learning textbook material. Student recommendations regarding the accuracy of reading learning textbook material are known as follows.

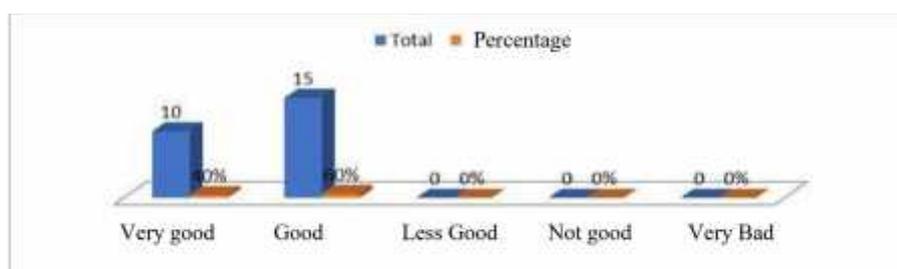


Figure 4. Student Recommendations

Based on the results of a recommendation survey of 25 students regarding the accuracy of the reading learning textbook material that has been used so far, it is known that 15 students answered good (60%) and 10 students answered very well (40%), and 0% did not answer not good, not good, and very not good. This data is confirmed by the results of lecturers' answers who want the accuracy of reading learning textbook material. From this data it can be concluded that students want the accuracy of reading learning textbook material. This proves that developing the characteristics of reading learning textbooks is very necessary. Based on the student's recommendations, it can be stated that there is a need for accuracy in the reading learning textbook material that has been used so far. Reading learning textbooks must provide examples of material to make it easier for students to understand the material. From the results of the students' answers, information was obtained that students wanted the accuracy of the reading learning textbook material to make it easier for them to learn. Therefore, it is very necessary to develop the characteristics of reading learning textbooks with the accuracy



of the material to make it easier for students to learn. The textbooks used need to be developed so that they contain accurate content or material and can be delivered systematically. The textbooks used must be able to make students have specific abilities after studying the content (Pribadi & Padmo, 2019).

Next, students' responses to the up-to-date material in reading learning textbooks were obtained from question 8 "How do you think the up-to-date material in reading learning textbooks affects the psychological development of students?" Several student answers are used as a reference to prove that developing the characteristics of reading learning textbooks needs to be carried out. The results of student responses to the eighth question can be seen in the following picture.

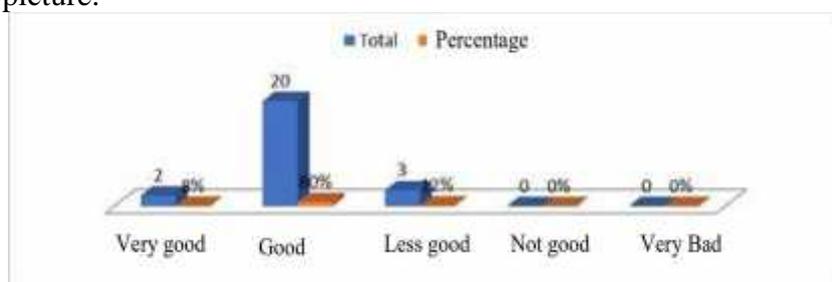


Figure 5. Student Responses to Updates in Reading Learning Textbook Material

Based on the results of a survey of 25 students regarding the update of reading learning textbook material and the psychological development of students, it was found that 20 students answered good (80%), 3 students answered not well (12%), 2 students answered very well (8%), and 0 % of students did not answer not good, and very not good. From this data it is known that the up-to-date reading learning textbook material and the psychological development of students is still not good. This proves that developing the characteristics of reading learning textbooks is very necessary.

Based on the student's comments, it can be stated that the reading learning textbooks used by the students are not up to date. The material presented is not appropriate to the psychological development of students. The reading learning textbooks used by students do not provide actual examples and cases found in everyday life, making it difficult for students to understand the material. Therefore, it is very necessary to develop the characteristics of reading learning textbooks with up-to-date material to make it easier for students to learn. The textbooks used need to be developed so that they contain accurate content or material and can be delivered systematically. The textbooks used must be able to make students have specific abilities after studying the content (Pribadi & Padmo, 2019). According to Syahid (in Sumiati, 2020) the development of teaching materials is not only based on the interests of the developer, but is an alternative solution to learning problems.

Next, students' recommendations regarding the up-to-date material for reading learning textbooks were obtained from question 9 "What are your recommendations for the up-to-date material for reading learning textbooks with the psychological development of students?" It is known that students want up-to-date reading learning textbook material with the psychological development of students. Student recommendations regarding the up-to-date reading learning textbook material with the psychological development of students are known as follows.

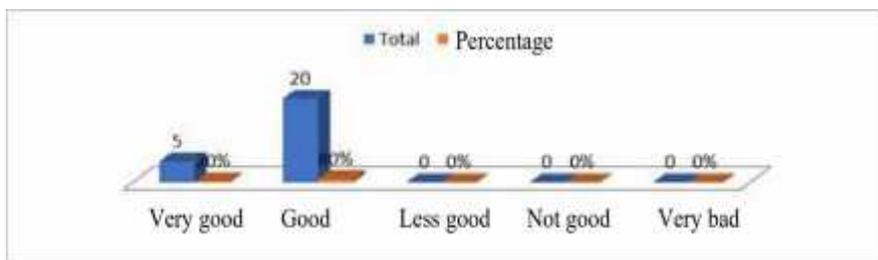


Figure 6. Student Recommendations on the Importance of Up-to-Date Material for Reading Learning Textbooks

Based on the results of a recommendation survey of 25 students regarding the latest reading learning textbook material and the psychological development of students, it is known that 20 students answered good (80%) and 5 students answered very well (20%), and 0% did not answer not good, not good, and very not good. This data is confirmed by the results of the lecturers' answers who wanted the reading learning textbook material to be up to date with the psychological development of students. From this data it can be concluded that students want up-to-date reading learning textbook material with the psychological development of students.

Based on the student's recommendations, it can be stated that reading learning textbooks must present up-to-date material with the psychological development of students. With the up-to-date reading learning textbook material, it can make it easier for students to learn. From the results of student answers, information was obtained that students wanted up-to-date reading learning textbook material to make it easier for them to study. Therefore, it is very necessary to develop the characteristics of reading learning textbooks by updating the material with the psychological development of students to make it easier for students to learn. The textbooks used need to be developed so that they contain accurate content or material and can be delivered systematically. The textbooks used must be able to make students have specific abilities after studying the content (Pribadi & Padmo, 2019, p. 1.12). Next, students' responses to the development of the Riau Malay folklore text content in the reading learning textbook were obtained from question 10 "What do you think of the text in the Riau folklore learning textbook?" It is known that students need to develop textbook material needs for learning to read using Riau folklore texts. The need for developing reading learning textbook materials is known as follows.

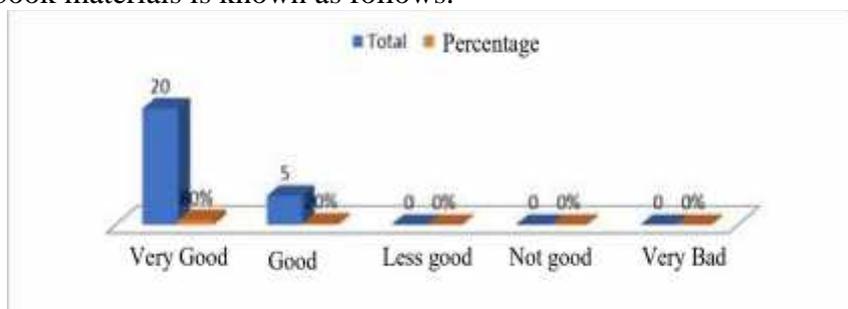


Figure 7. Student Responses to Folklore Texts in Reading Learning Textbooks

From the results of 25 students' answers regarding the development of reading learning textbooks containing Riau folklore texts, it is known that 20 students answered very well (80%), 5 students answered well (20%), and 0% did not answer not good, not good, and very not Good. This data is confirmed by the results of the lecturers' answers which show that it is necessary to develop the characteristics of the content requirements for reading learning

textbooks using Riau folklore texts. This proves that it is very necessary to develop the characteristics of material requirements for reading learning textbooks using Riau Malay folklore texts.

Based on the student's comments, it can be stated that students need reading learning textbooks containing Malay folklore texts considering that the dominant students in Riau Province are of the Malay ethnic group. This makes it easier for students to understand the teaching material in real terms. Next, students' recommendations for developing textbooks for learning to read Riau folklore texts were obtained from question 11 "What are your recommendations regarding texts in textbooks for learning to read Riau folklore?" It is known that students want Riau folklore texts in reading learning textbooks. The need for Riau folklore texts in reading learning textbooks is known as follows.

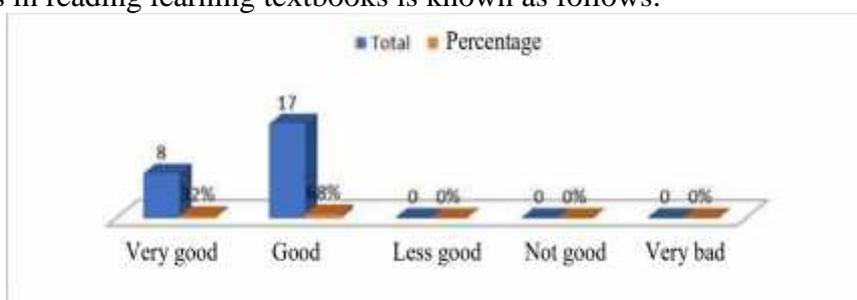


Figure 8. Student Recommendations on the Importance of Folklore Texts

Based on the results of a recommendation survey of 25 students regarding the development of reading learning textbooks containing Riau folklore texts, it is known that 17 students answered good (68%), 8 students answered very well (32%), and 0% did not answer not good, not good, and very not good. This data is confirmed by the results of lecturers' answers who wanted Riau Malay story texts in reading learning textbooks. From this data it can be concluded that students want Riau Malay story texts in reading learning textbooks. Based on the student's recommendations, it can be stated that students need textbooks for learning to read containing Malay folklore texts. This makes it easier for students to understand the teaching material in real terms. Teaching materials that combine text elements and image illustration elements in harmony will become teaching materials that are able to attract the attention of users. Text elements and image elements that are combined harmoniously will simultaneously increase students' learning motivation (Pribadi & Padmo, 2019, p. 1.12). Next, students' responses to the noble values in the reading learning textbook containing Riau folklore texts were obtained from question 12 "What do you think about the noble values in the reading learning textbook containing Riau folklore?" It is known that students need noble values in reading learning textbooks containing Riau folklore texts. The need for noble values in reading learning textbooks containing Riau folklore texts is known as follows.

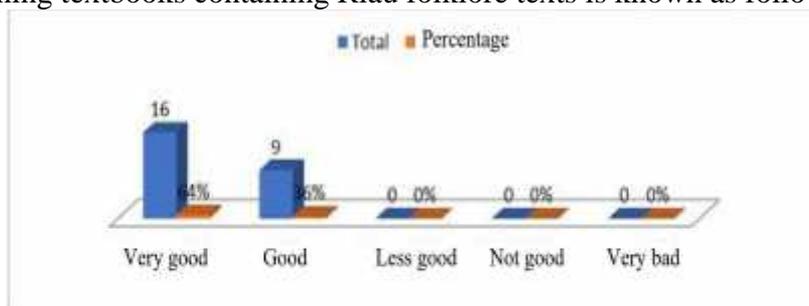


Figure 9. Student responses to the noble values in the Reading Learning Textbook

From the results of 25 students' answers regarding noble values in reading learning textbooks containing Riau folklore texts, it is known that 16 students answered very well (64%), 9 students answered well (36%), and 0% answered not good, not good, and not very good. This data is confirmed by the results of the lecturers' answers which show that noble values are needed in reading learning textbooks containing Riau folklore texts. From this data it can be concluded that students want noble values in reading learning textbooks containing Riau folklore texts. Furthermore, students' recommendations regarding noble values in reading learning textbooks containing Riau folklore texts were obtained from question 13 "What are your recommendations regarding noble values in reading learning textbooks containing Riau folklore texts?" It is known that students want noble values in reading learning textbooks containing Riau folklore texts. The need for noble values in reading learning textbooks containing Riau folklore texts is known as follows.

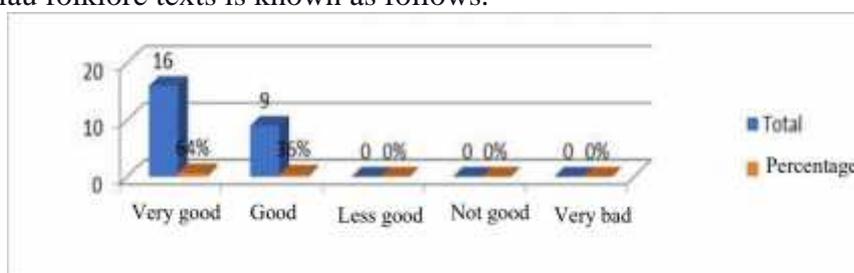


Figure 10. Student Recommendations on the Importance of noble values in Reading Learning Textbooks

Based on the results of a recommendation survey of 25 students regarding noble values in reading learning textbooks containing Riau folklore texts, it is known that 16 students answered very well (64%), 9 students answered well (36%), and 0% answered not good, no good, and very bad. This data is confirmed by the results of lecturers' answers who want noble values in reading learning textbooks containing Riau folklore texts. From this data, students want noble values in reading learning textbooks containing Riau folklore texts. Like the following student comments. Based on the student's recommendations, it can be stated that students need noble values in reading learning textbooks containing Riau folklore texts. This provides benefits for readers. Next, students' responses to cliché language in reading learning textbooks containing Riau Malay folklore texts were obtained from question 14 "What do you think about cliché language in reading learning textbooks containing Riau folklore texts?" Of the 25 students, it was found that 19 students (76%) stated that it was good that the development of textbooks for learning to read Riau Malay folk tales used cliché language. This can be seen as follows.

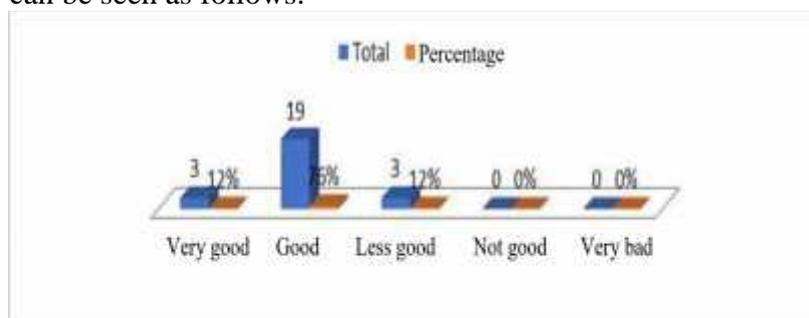


Figure 11. Student Responses to Cliche Language in Reading Learning Textbooks

Of the 25 students, 3 students stated that the development of textbooks for learning to read Riau Malay folklore using cliché language was not good. Reason 1 of the three students



stated that not all students understood the cliché language used in Riau folklore, so it was difficult for students to understand the language. Three students answered very well using cliché language in the textbook for learning to read Riau Malay folklore. Reason 1 of the three students stated that using clichéd language has a distinctive characteristic in Riau Malay folklore. However, in general, the 19 students who gave good statements about using cliché language gave the perception that using cliché language in textbooks for learning to read Riau Malay folklore content would gain new knowledge about cliché language. From this data it can be concluded that students want cliché language in reading learning textbooks containing Riau folklore texts. Based on the student's comments, it can be stated that students need cliché language in reading learning textbooks containing Riau Malay folklore texts. Students can gain new knowledge if cliché language is added to reading learning textbooks containing Riau Malay folklore texts. Furthermore, students' recommendations for cliché language in reading learning textbooks containing Riau folklore texts were obtained from question 15 "What are your recommendations regarding cliché language in reading learning textbooks containing Riau folklore texts?" It is known that students do not want cliché language in reading learning textbooks containing Riau folklore texts, as follows.

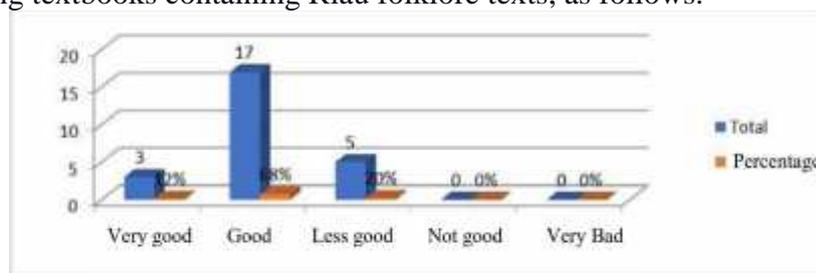


Figure 12. Student Recommendations for Cliche Language in Reading Learning Textbooks

Based on the results of a survey of 25 students' recommendations regarding cliché language in reading learning textbooks containing Riau folklore texts, it is known that 17 students answered well (68%), 5 students answered not well (20%), 3 students answered very well (12%), and 0% did not answer not good, and very not good. From this data, students want cliché language in reading learning textbooks containing Riau folklore texts.

Based on the students' recommendations, it can be stated that students want cliché language in reading learning textbooks containing Riau folklore texts. Five students stated that it was not good to use cliché language in textbooks for learning to read Riau Malay folklore. Reason 1 of the five students stated that not all students understand cliché language; therefore, it is better to use Indonesian to make it easier to understand the story. Three students answered very well using cliché language in the textbook for learning to read Riau Malay folklore. Reason 1 of the three students stated that using cliché language would increase their knowledge regarding cliché language. However, in general, the 17 students who gave good statements using cliché language gave the perception that using cliché language in textbooks for learning to read Riau Malay folklore content would gain new knowledge about cliché language. Textbook development activities contain a number of steps and procedures as well as principles that must be considered in order to create effective, efficient and interesting textbooks for use in facilitating students' learning processes (Pribadi & Padmo, 2019).



Conclusion

Based on the results of the analysis on aspects of the content requirements of reading learning textbooks, several conclusions were obtained, namely first, students want the suitability of reading learning textbook material which includes depth of material, such as material examples, to make it easier for students to learn; first, students want the accuracy of the reading learning textbook material; second, students want up-to-date reading learning textbook material that follows students' psychological development, such as presenting actual examples, to make it easier for students to learn; third, students want Riau Malay folklore texts in reading learning textbooks; fourth, students want noble values in reading learning textbooks, so that they provide benefits to the readers; fifth, students want the use of cliché language in reading learning textbooks which contain content of Riau Malay folklore, so that students can have new knowledge about the cliché language used in Riau Malay folklore which is taught in reading learning textbooks.

Recommendation

For lecturers, it is hoped that this research can be a way to design and develop reading learning textbooks that are of higher quality and suit students' needs. The qualities desired by students are depth of material to make it easier for students to learn, up-to-date textbook material that follows students' psychological development; presenting actual material, folklore texts containing Riau Malay content in reading textbooks, and the noble values contained in textbooks. For students, this approach aims to improve students' abilities in complex reading to obtain in-depth information in the learning process.

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