

Developing a Bahasa Indonesia Teaching Module on Character and Characterization Based on the Traditional Folktale Roket Pandhâbâ to Enhance Fourth-Grade Students' Reading Skills

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Abstract: This study aimed to develop and examine the effectiveness of an Indonesian language teaching module based on the traditional folklore in improving fourth-grade students' reading comprehension skills, particularly in identifying characters and characterization. The scope of the study focused on the development of contextual teaching materials that integrate local Madurese cultural values into Indonesian language learning. The research employed a Research and Development (R&D) method using the instructional design model, which included needs analysis, design, development, expert validation, field testing, and evaluation stages. The participants consisted of 18 fourth-grade students of SDN Bugih I Pamekasan. Data were collected through observation, interviews, expert validation questionnaires, student response questionnaires, and learning achievement tests in the form of pretests and posttests. The module was developed by integrating the PQ4R learning model (Preview, Question, Read, Reflect, Recite, Review) to enhance students' cognitive and metacognitive engagement in reading activities. The results showed that the developed module achieved a very good level of feasibility based on expert judgments and positive student responses. The students' average score increased from 60.22 in the pretest to 81.94 in the posttest. Statistical analysis using the Wilcoxon Signed Rank Test indicated a significant difference in learning outcomes, with Asymp. Sig. (2-tailed) < 0.05. It can be concluded that the -based teaching module is effective in improving students' reading comprehension skills and fostering appreciation of local culture.

Keywords: teaching module; reading; character and characterization; ; PQ4R

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Introduction

Reading literacy is a fundamental competency in developing human resources, especially in facing the demands of 21st-century learning, which emphasizes the ability to understand, interpret, and critically process information. (Parmini dkk., 2023). Reading literacy is no longer understood as a technical skill in reciting texts, but rather as a complex cognitive process that involves understanding meaning, reasoning, and reflecting on the content of the reading material. In the context of basic education, reading literacy is the main foundation for mastering various academic competencies, especially in Indonesian language learning that is oriented towards understanding meaningful texts.

In Indonesia, strengthening reading literacy has become a national priority through various educational policies, one of which is the Gerakan Literasi Sekolah (GLS) which aims to foster a culture of reading and improve the literacy skills of students from elementary school level. However, the results of the National Assessment show that the reading literacy skills of elementary school students still face various challenges. The Education Unit Profile Report on AKM achievements shows that although some education units have achieved a high literacy category, in general, students' abilities to understand texts, draw inferences, and connect information in reading still need to be strengthened. The data shows that some students are still at the level of understanding explicit

information and are not yet optimal in processing implicit information or drawing inferences from the texts they read. This condition indicates a gap between the demands of reading literacy competencies and the actual achievements of students in the field. This condition indicates the need for continuous efforts to develop more meaningful and contextual reading literacy learning in elementary schools (Abdivaliyevna, 2023; Butterfuss dkk., 2020; Cahyaningtyas dkk., 2024).

Indonesian language learning practices in elementary schools are generally still dominated by a conventional teacher-centered approach, with textbooks as the main source of learning. In the context of reading, reading activities are often positioned as mechanical academic activities, such as reading texts and answering questions directly, without providing sufficient space for students to develop a deep understanding. This type of learning tends to place students as passive recipients of information, thereby limiting their cognitive and reflective involvement in the reading process. This condition has an impact on students' low reading comprehension skills, especially in understanding narrative texts that require the ability to connect information, interpret meaning, and understand the intrinsic elements of a story (Nasrullah dkk., 2024).

Initial observations conducted in class IV of SDN Bugih 1 Pamekasan showed that most students were able to name the characters in the story, but had difficulty when asked to describe the characters' traits based on evidence in the text or to relate the characters' actions to the plot. Students tended to give brief answers without clear textual arguments. These findings show that students' reading comprehension skills, particularly in terms of inference and analysis, still need to be strengthened through more structured learning strategies.

Several studies show that Indonesian language learning that does not explicitly integrate reading strategies causes students to have difficulty identifying the relationships between events and characters in reading texts. Therefore, reading instruction needs to be directed toward an approach that focuses not only on the end result but also on the cognitive processes students use to construct meaning from the texts they read (Arsiah dkk., 2024; Nasrullah dkk., 2024). If this condition is not addressed through the development of more systematic strategies and teaching materials, students' reading comprehension skills will potentially stagnate, resulting in low academic readiness for the next level of education.

Reading comprehension of narrative texts is a complex cognitive process that is not limited to recognizing the explicit information in the text. Narrative reading requires readers to integrate information, draw inferences, and construct meaning based on the relationships between events and characters in the story. This inferential process is an important element in reading comprehension because readers need to interpret information that is not explicitly stated in the text in order to understand the content of the story as a whole (Butterfuss et al., 2020; Filiatrault-veilleux & Desmarais, 2023; Njiiri, 2022).

In the context of reading instruction, character comprehension and characterization are closely related to reading comprehension skills, especially in narrative texts. Character analysis can serve as a cognitive strategy that helps students organize information, understand cause-and-effect relationships, and draw inferences from the text (Krishantari et al., 2025; Suandi et al., 2023). By using characters as the center of meaning, students not only read to find information, but also read to build understanding and interpretation of the text content. Students are generally asked to mention the names or characteristics of characters in a simple manner without being directed to use the characters as a tool for thinking in understanding the plot and meaning of the text. This learning pattern means that the potential of characters and characterization as a means of strengthening reading comprehension has not been optimally utilized. In fact, various studies show that understanding character traits contributes significantly to reading comprehension skills, especially in narrative texts that require inferential and interpretive abilities. Therefore, strengthening reading comprehension learning needs to be directed towards utilizing character elements and characterization as an integral part of the process of

understanding text, not merely as memorization material after reading activities (Majido dkk., 2024; Mubin & Aryanto, 2023; Nisa dkk., 2024; Rianti dkk., 2024).

Reading instruction in elementary schools cannot be separated from the development of literacy through literary texts that are appropriate for the characteristics of student development. Children's literature, especially folk tales and fairy tales, has great potential as a learning medium because it contains narrative elements that are close to students' concrete experiences and cultural values that are relevant to their daily lives. Literature, as part of the nation's cultural identity, plays a role in shaping the character and national awareness of students. The development of Indonesian literature has always been linked to the social dynamics and history of the nation, so that the integration of local literature into learning has not only pedagogical value, but also cultural value (Nurharini dkk., 2025; Sulaiman & Febrianto, 2017).

In the context of Madurese local culture, one of the traditions that has developed in the community is Rokan Pandhâbâ, a ritual tradition carried out as an expression of gratitude and prayers for safety that has been passed down from generation to generation. In its development, this tradition also appears in the form of folk tales that contain religious values, togetherness, and respect for customs. However, the use of Rokan Pandhâbâ fairy tales as structured teaching materials in reading comprehension lessons in elementary schools is still relatively limited, so that the potential of local culture as a source of contextual learning has not been optimally utilized. Through literary reading activities, students are trained to make inferences, interpret implicit meanings, and relate the content of the reading to the underlying socio-cultural context. In the context of basic education in Indonesia, the integration of folk tales as teaching materials is becoming increasingly important in line with the urgency of strengthening cultural literacy and character. Folk tales not only serve as a means of entertainment but also as a vehicle for internalizing local wisdom values that reflect the cultural identity of the local community (Abdivaliyevna, 2023; Cahyaningtyas et al., 2024; Istifadhah et al., 2024; Njiiri, 2022).

A number of studies show that folk tale-based learning can increase student engagement in reading activities while fostering an appreciative attitude towards local culture. Through an introduction to regional literature, students have the opportunity to gain a deeper understanding of their culture of origin and develop a sense of belonging to that cultural heritage. The use of folk tales in Indonesian language learning is also in line with a literacy approach that places students as active readers, not merely recipients of information. Reading activities linked to discussion, reflection, and interpretation of characters and events in stories encourage students to build meaningful understanding (Alamsyah et al., 2025; Dewi et al., 2024; Helda & Rose, 2025; Putri et al., 2024). However, most of these studies still position local culture as a reading context, do not explicitly integrate character and characterization studies as cognitive strategies in reading comprehension, and have not been developed into systematic teaching modules integrated with specific reading stages.

The literature teaching modules used in Indonesian language learning in elementary schools still tend to present story texts and intrinsic elements as separate materials. This condition means that the potential for studying characters and characterization has not been fully utilized to support students' cognitive processes in understanding literary texts. This situation indicates a need for the development of literature teaching modules that are not only based on local wisdom as learning content, but are also systematically designed to integrate character and characterization studies into the reading comprehension process of elementary school students.

Based on these conditions, the novelty of this research lies in the development of a literature teaching module based on local wisdom that positions the study of characters and characterization not merely as post-reading material, but as a reading comprehension learning strategy integrated into the stages of reading activities. The developed module not only presents literature texts based on local culture but also designs learning activities that guide students to use characters and characterization as

tools for thinking in understanding the plot, conflict, and cause-and-effect relationships in narrative texts. Thus, this research offers a conceptual approach in the development of literature teaching modules that support elementary school students' reading comprehension skills through the integration of literary elements and the cognitive process of reading.

Method

This study uses the Research and Development (R&D) method, which aims to produce learning products in the form of Indonesian language teaching modules based on the traditional Roket Pandhâbâ fairy tales. The development of these modules is intended to support the process of teaching reading comprehension to elementary school students, particularly in relation to characters and characterization in narrative texts. The development model used adapts the steps outlined by Dick and Carey, as this model is considered systematic and suitable for the development of teaching materials in elementary schools. The Dick and Carey model enables the development of learning products through structured stages of needs analysis, design, development, and evaluation, so that the resulting products can be assessed in terms of validity and practicality (Ramli & Hastutie, 2024).

This study was conducted at SDN Bugih 1 Pamekasan, Pamekasan Regency, Madura. The research location was selected using purposive sampling, based on preliminary observations that showed that students at this school had not been introduced to local traditions in their surroundings in formal learning. Therefore, the development of teaching modules based on the traditional Roket Pandhâbâ fairy tales is expected to provide a more contextual learning experience and introduce Madurese cultural values through reading activities. The research subjects consisted of 18 fourth-grade students and their fourth-grade teacher, who were involved in the validation and implementation of the teaching modules.

The variables in this study consisted of independent variables, namely the use of Indonesian language teaching modules based on traditional Roket Pandhâbâ fairy tales, and dependent variables, namely students' reading comprehension skills. Reading comprehension skills were measured through pre-tests and post-tests that focused on students' ability to identify main and additional characters, understand the nature and roles of characters, and relate the characters to the plot in narrative texts.

The module development stages follow the ten main steps of the Dick and Carey model, adapted to the learning context in elementary schools. The first stage is the identification of learning objectives, which is to determine the reading comprehension competencies that students are expected to achieve after using the module. The second stage is learning analysis, which is carried out to map reading skills into sub-competencies that are appropriate for the characteristics of fourth-grade students. The third stage is the analysis of student characteristics and the learning context, which is obtained through observation and interviews with teachers to determine the needs, interests, and reading ability levels of students. The fourth stage is the formulation of specific learning objectives, which are compiled based on the results of the previous analysis and adjusted to the learning outcomes in the Merdeka Curriculum.

The fifth stage is the development of assessment instruments, which includes pre-tests and post-tests, reading comprehension assessment rubrics, and observation sheets of student activities during learning. The sixth stage is the development of learning strategies, by integrating the PQ4R steps (Preview, Question, Read, Reflect, Recite, Review) into reading learning activities to encourage active student involvement in understanding the reading content. The seventh stage is the development and selection of teaching materials, namely the preparation of a draft teaching module containing the traditional Roket Pandhâbâ fairy tale text, reflection activities, and student worksheets that are visually appealing and appropriate for elementary school students.

The eighth stage is formative evaluation, which involves subject matter experts, media experts, and classroom teachers to assess the teaching module using a Likert scale in terms of content,

language, and appearance. The ninth stage is product revision, which is carried out based on input from validators and the results of limited trials. The final stage is summative evaluation, which aims to obtain an initial picture of changes in student learning outcomes after using the teaching module, through a comparison of pre-test and post-test scores.

Data collection was conducted through interviews, documentation, and tests. Interviews were conducted with teachers and cultural informants to explore information related to cultural values in the Rokot Pandhâbâ tradition. Documentation in the form of photos of activities, student worksheets, and revised products was used to strengthen evidence of the development process. Written tests were conducted after the teaching module was implemented to determine whether there was an improvement in learning outcomes after the teaching module was implemented.

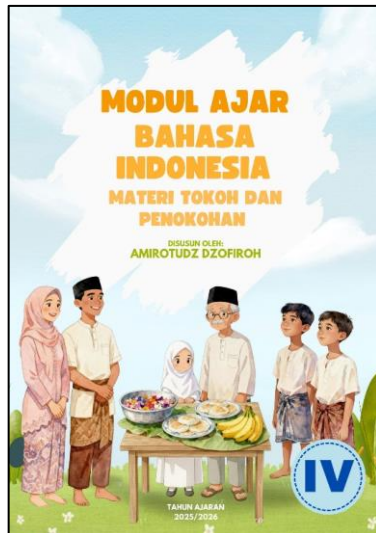
Data analysis was conducted quantitatively. The module feasibility data obtained from expert validation was analyzed using percentage calculations to determine the product feasibility level. Meanwhile, student learning outcome data in the form of pretest and posttest scores were analyzed using the Shapiro-Wilk normality test as the basis for determining further statistical tests. If the data were normally distributed, a paired sample t-test was used, whereas if they were not normally distributed, a Wilcoxon Signed Rank Test was used. The increase in reading comprehension ability was calculated using a gain score.

Results and Discussion

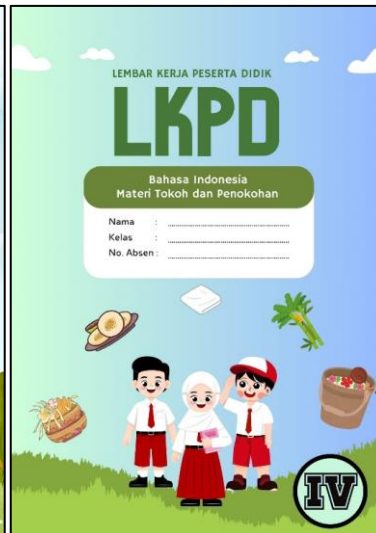
Product Development Results

This study produced a teaching module for Indonesian language based on the traditional Rokot Pandhâbâ fairy tales, which is used in teaching characters and characterization to fourth-grade students at SDN Bugih 1 Pamekasan. The module was developed through a research and development model, which included the stages of needs analysis, design, product development, expert validation, revision, and limited testing on students. The teaching module is designed to support contextual and meaningful learning through the integration of local Madurese culture as reading material. The module was developed using the PQ4R (Preview, Question, Read, Reflect, Recite, Review) learning model, which is aimed at actively involving students in the process of reading and understanding the intrinsic elements of the story. In addition, the module was developed with attractive visuals, educational illustrations, child-friendly typography, and exercise activities arranged in stages according to the characteristics of elementary school students.

Structurally, the module contains components of the Merdeka Curriculum, including Learning Objectives, Learning Objective Flow (ATP), Meaningful Understanding, PQ4R-based Learning Activities, the Rokot Pandhâbâ fairy tale text, Student Worksheets (LKPD), assessment rubrics, and evaluations. These components are systematically arranged to provide clear learning directions and facilitate the achievement of learning outcomes on the subject of characters and characterization. Examples of learning objectives, learning objective flow, meaningful understanding, and learning activities are presented in Figures 1 to 7.



Picture 1. Cover Display of Fairy Tale-Based Teaching Module



Picture 2. Preview of the LKPD Teaching Module Home Page



Picture 3. View of Learning Outcomes and Learning Objectives in the Module



Picture 4. View of the Learning Objective Flowchart, Meaningful Understanding, and Provocative Questions



Picture 5. View of PQ4R-Based Learning Activities (1)



Picture 6. View of PQ4R-Based Learning Activities (2)



Picture 7. View of PQ4R-Based Learning Activities (3) and Reflection

Expert Validation Results

Product validation is carried out to determine the level of suitability of teaching modules before they are implemented with students. The validation process involves three types of validators, namely subject matter experts, product design experts, and learning design experts, using a four-point Likert scale instrument. The aspects assessed include the suitability of the content, language, presentation, and appearance of the module. This process aims to ensure that the developed module meets the standards of good teaching materials in terms of pedagogy, subject matter, and visual aspects.

The validation results show that the teaching module received relatively high scores from all validators. In detail, subject matter experts gave a score of 95% with the category of acceptable with revisions. This assessment shows that the material presented is relevant to the learning outcomes and learning objectives, and has included concepts and characterization in a systematic manner. However, the validators noted that the learning objectives need to be simplified to make them more operational and easier for students to understand.

The product design expert validator gave a score of 94% with the category of acceptable with revisions. This assessment confirms that, in general, the appearance of the module is attractive and in line with the characteristics of elementary school students. The illustrations are considered contextual and support understanding of the story content. However, the validator recommends improvements in the consistency of font type and size to increase text readability and make the module more comfortable to use in learning.

Meanwhile, learning design experts gave a score of 90% with the category of acceptable with revisions. These results show that the PQ4R (Preview, Question, Read, Reflect, Recite, Review) model-based learning flow has been structured logically and systematically. The module was assessed as supporting active, learner-centered learning. However, the validator suggested that the learning steps be detailed further so that the transitions between the PQ4R stages are clearer and easier for teachers to understand.

The following is a summary of the expert validation results:

Table 1. Recapitulation of Expert Validation Results

Validator	Aspects Assessed	Percentage	Category
Subject Matter Expert	Content relevance, depth of material, evaluation	95%	Appropriate with the revision
Product Design Expert	Illustrations, layout, font consistency	94%	Appropriate with the revision
Learning Design Expert	PQ4R flow, learning system	65%	Appropriate with the revision

The module was then revised based on input from the validators. Revisions included simplifying the learning objectives to make them more specific and measurable, correcting spelling and sentence structure in the story text, and improving the consistency of font type and size to make the module more visually appealing and easier to read. After the revision stage was completed, the module was declared suitable for use in field trials and ready to be implemented in learning.

Limited Test Results

1. Description of Pretest and Posttest Results

A limited trial was conducted on 18 fourth-grade students at SDN Bugih 1 in learning material on characters and characterization using the PQ4R model for 2×35 minutes. The measurement of student learning outcomes was carried out through a pretest before the treatment and a posttest after the application of the traditional fairy tale-based teaching module using the PQ4R learning model. The pretest aimed to map the students' initial abilities in understanding the elements of characters and characterization, while the posttest was used to measure the level of competency achievement after the learning intervention.

The pretest results showed that the initial abilities of the students were in the low to moderate range. Most students had difficulty identifying the differences between the main characters and secondary characters, and were unable to describe the characters' traits based on textual evidence. These findings indicate that previous learning tended to focus on memorization and did not develop the ability to analyze the intrinsic elements of the story in depth.

The post-test results showed a significant improvement in ability. Students were not only able to name characters, but also began to demonstrate the ability to analyze character traits through actions, dialogue, and events in the story. In addition, students' answers on the post-test were more systematic and argumentative, indicating that the learning process using teaching modules had helped build a

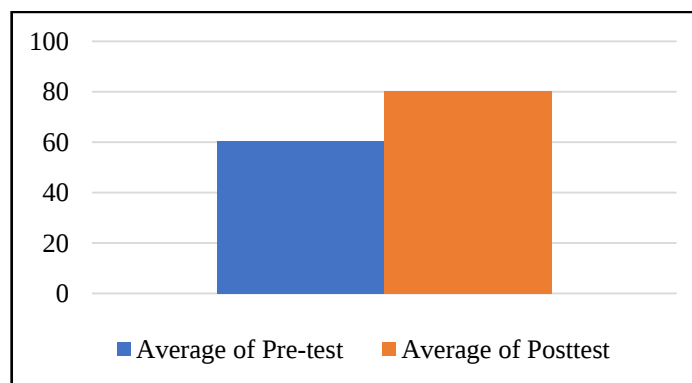
more focused thinking structure. The pre-test and post-test results showed an improvement in students' reading ability as follows:

Table 2. Recapitulation of Students' Pretest and Posttest Scores

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	18	40	80	60,28	15,056
Posttest	18	60	100	80,39	13,048
Valid N (listwise)	18				

Based on the results of descriptive statistical analysis using SPSS on 18 students, it was found that the pretest score had a minimum value of 40 and a maximum of 80 with an average of 60,28 and a standard deviation of 15,056. After the implementation of the teaching module, the posttest scores showed a minimum value of 60 and a maximum of 100 with an increased average of 80,39 and a standard deviation of 13,048. Descriptively, there was an increase in the average of 20,11 points. The increase in the minimum and maximum scores on the posttest indicates a shift in overall learning achievement, not only in certain groups of students. In addition, the decrease in standard deviation indicates a more concentrated distribution of scores, which means that the variation in ability among students tended to decrease after using the module. These findings provide initial indications of changes in reading comprehension achievement at the individual and group levels before further inferential testing is conducted.

From the perspective of conceptual understanding, the increase in posttest scores indicates that students have been able to move from Lower Order Thinking Skills (LOTS) to Higher Order Thinking Skills (HOTS), especially in terms of analyzing and evaluating characters. This can be seen from the students' ability to relate characters to the storyline and moral messages contained in fairy tales.



Picture 8. Diagram of Average Pretest and Posttest Score Improvement

The diagram clearly shows an upward trend in learning achievement between the pre- and post-treatment stages. The difference in the height of the bars in the diagram shows a relatively consistent shift in learning outcomes among most students. This visualization reinforces the previous descriptive findings that there was a change in reading comprehension achievement after using the teaching module. To determine whether the difference was statistically significant, a Wilcoxon Signed Rank Test was conducted, as presented in the next section.

2. Wilcoxon Signed Rank Test Results

Before determining the type of statistical test to be used, a data prerequisite analysis is carried out, specifically a normality test of the pretest and posttest scores. This stage is important because the

selection of the type of statistical test must be adjusted to the characteristics of the data so that the analysis results are valid and scientifically accountable. The normality test is performed using the Shapiro–Wilk Test, which is recommended for small sample sizes ($n < 50$) due to its high sensitivity in detecting deviations in data distribution. The data obtained is as follows :

Table 3. Results of Normality Test Using SPSS

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,134	18	,200*	,890	18	,038
Posttest	,222	18	,019	,892	18	,042

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The test results show that the significance value of the pretest and posttest data is below the significance level of 0.05. This means that the data is not normally distributed. This condition means that parametric tests such as the Paired Sample t-test cannot be used because they do not meet the basic assumption of normality.

Based on these conditions, the researcher used the Wilcoxon Signed Rank Test, a nonparametric test used to compare two paired samples from the same subjects. This test is more suitable for use in educational research involving small groups and data that are not normally distributed, because it does not require certain distribution assumptions.

The Wilcoxon test was used in this study to determine whether there was a significant difference between students' learning outcomes before and after using the teaching module based on the traditional Roket Pandhâbâ fairy tales. This test not only compared average scores but also took into account the direction and magnitude of score changes for each individual, thereby providing a more comprehensive picture of the effectiveness of the treatment.

Table 4. Wilcoxon Signed Rank Test Results Using SPSS

Test Statistics ^a	
	Posttest - Pretest
Z	-3,535 ^b
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The analysis results show an Asymp. Sig. (2-tailed) value of 0,000, which is smaller than the significance limit set at 0,05. This indicates that there is a statistically significant difference between the pretest and posttest scores. Thus, the null hypothesis (H_0), which states that there is no difference in learning outcomes before and after the use of the teaching module, is rejected, while the alternative hypothesis (H_a), which states that there is a difference in learning outcomes, is accepted.

These findings indicate that the implementation of the Roket Pandhâbâ fairy tale-based teaching module has a significant positive impact on improving students' understanding of characters and characterization. Pedagogically, these results show that the integration of local culture into teaching materials can create more contextual learning, increase learning motivation, and strengthen students' cognitive engagement during the learning process. Overall, the Wilcoxon test results reinforce the

descriptive findings that have been demonstrated through increased posttest scores, thus providing empirical evidence that the teaching module developed is effective and suitable for use as an alternative medium for teaching Indonesian language in elementary schools.

This improvement in learning outcomes cannot be separated from the characteristics of the modules developed, namely integrating elements of local culture into literacy learning. This approach makes the learning material more contextual and meaningful for students. When students are presented with texts that represent social and cultural realities that are close to their lives, the process of constructing meaning becomes easier. This is in line with constructivist theory, which states that students' understanding will be deeper when new knowledge is linked to their previous experiences and knowledge.

In addition, the use of the PQ4R model (Preview, Question, Read, Reflect, Recite, Review) in the module contributed to improved learning outcomes. This strategy encouraged students to not only read passively, but also engage in higher-order thinking processes such as predicting the content of the text, formulating questions, reflecting on meaning, and reciting their understanding. This process helps students build a more structured understanding of the characters, their traits, and their relationship with the plot. These results reinforce Astuti's (2019) findings, which state that metacognitive-based reading strategies can significantly improve reading comprehension.

In terms of ability distribution, the analysis shows that the ability gap between students narrowed after the teaching module was used. This indicates that the module is not only effective for high-ability students, but also helps low-ability students catch up. Thus, the module serves not only as a means of improving achievement, but also as an instrument for equalizing the quality of learning in the classroom.

3. Analysis of Learning Outcome Improvement

After the Wilcoxon Signed Rank Test results showed a significant difference between the pretest and posttest scores (Asymp. Sig. < 0,05), the analysis was continued to determine the level of improvement in student learning outcomes quantitatively. For this purpose, gain score (N-Gain) was used, which is an index that measures the amount of score improvement by considering the initial score of students and the maximum score that can be achieved. The concept of N-Gain is widely used in educational research to assess the effectiveness of learning interventions because it provides a proportional picture of learning improvement (Latri dkk., 2021).

Table 5. N-gain Test Results Using SPSS

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	18	,00	1,00	,5117	,28776
Valid N (listwise)	18				

Based on the results of descriptive analysis using SPSS, the pretest average score was 60,22 and the posttest average score was 80,38, with a difference of 20,16. The N-Gain calculation resulted in a value of 0,51, which is in the moderate category.

The results show that the teaching module developed was able to improve student learning outcomes quite effectively. This improvement is inseparable from the characteristics of the module, which integrates local culture into learning, making the material more contextual and relevant to students' experiences. In addition, the application of the PQ4R model encourages active student involvement through systematic and reflective reading stages, thereby helping students to understand characters and characterization more deeply. These findings are in line with the constructivist

approach, which emphasizes the importance of linking new knowledge to students' existing experiences.

Conclusion

Based on the results of the research and discussion, it can be concluded that the development of Indonesian language teaching modules based on the traditional tales of Roket Pandhâbâ has successfully produced a product that is suitable, practical, and effective for use in fourth grade elementary school classrooms. The development process, which followed the steps of the Dick and Carey model, produced modules that are systematic, contextual, and appropriate for the characteristics of the students.

The results of expert validation show that the module obtained a feasibility percentage of 84,6% with a category of feasible with revisions to improve aspects of learning objectives, language, and display consistency. After revisions were made, the module was declared ready for implementation in learning. In addition, the responses from teachers and students showed that the module was easy to use, interesting, and able to increase student engagement in learning activities.

The results of the pretest and posttest analysis show an increase in students' reading comprehension skills, particularly in understanding characters and characterization. The average score increased from 60,28 on the pretest to 80,39 on the posttest, with an increase of 20,11 points. The results of the Wilcoxon Signed Rank Test showed an Asymp. Sig. (2-tailed) value of 0,000 ($< 0,05$), which means that there was a significant difference between the learning outcomes before and after the use of the teaching module. In addition, the n-gain calculation of 0.51 is in the moderate category, indicating that the use of teaching modules contributes quite effectively to improving students' reading comprehension skills.

Overall, the teaching module based on the traditional Roket Pandhâbâ fairy tales not only contributes to improving reading literacy skills, but also plays a role in strengthening cultural literacy and instilling moral values in students. Thus, this module has the potential to be used as an alternative contextual teaching material in Indonesian language learning in elementary schools.

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