



## Feasibility of a reproductive system booklet based on an inventory of postpartum medicinal plants

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ARTICLE INFO	ABSTRACT
<p><b>Article history</b> Received: 29 October 2025 Revised: 27 December 2025 Accepted: 17 January 2026</p> <p><b>Keywords:</b> Learning media Local wisdom Medicinal plants Validity analysis</p>	<p>Biology learning encompasses complex material, thereby requiring engaging instructional media to enhance students' understanding. The selection of interesting learning media can increase students' interest and motivation in the classroom learning process. This study aims to determine the feasibility of a booklet as a learning medium for the reproductive system topic, based on the results of an inventory of traditional postpartum medicinal plants in Teluk Batang Selatan Village, Kayong Utara Regency, West Kalimantan. The research employed a Research and Development (R&amp;D) approach using the Borg and Gall model, which was modified by Sugiyono. The process included five stages: identifying potential and problems, data collection, product design, product validation, and product revision. Data analysis was conducted using Aiken's V validity index and the Intraclass Correlation Coefficient (ICC) reliability test. The analysis results showed that the average Aiken's V validity value was 0.94, categorized as very valid, covering the aspects of format (0.91), content (0.97), and language (0.93). The reliability test produced an ICC value of 0.727, categorized as moderate. Based on these results, the developed reproductive system booklet was declared valid, reliable, and feasible for use as a learning medium that integrates scientific concepts with the local wisdom values of the community.</p>

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## INTRODUCTION

In the learning process, the way teachers deliver material can determine the success of students' learning outcomes (Masdar et al., 2024). Students can achieve success in learning because teachers' roles are not limited to being motivators and facilitators; they must also be able to transfer knowledge by applying various strategies and utilizing diverse learning media as learning resources for students (Paramita et al., 2018; Yulianingsih, 2024). Instructional media serve as tools for teachers to present material effectively and to facilitate students' understanding during the learning process.

Media in the learning process serve as intermediaries or channels between the source of messages and the recipients of those messages (Hamid et al., 2024; Yuliawati et al., 2020). Instructional media are an integral part of the overall teaching and learning system and can determine the achievement of learning objectives (Daniyati et al., 2023). Learning media can clarify the presentation of messages or information, thereby facilitating and improving the learning process and outcomes (Intika, 2018). Well-designed and engaging learning media can enhance students' interest, thus motivating them to participate more actively in the learning process (Rohima, 2023; Nurrita, 2018).

Learning media can be classified into visual media, audio media, and audiovisual media (Sujono, 2022; Silahuddin, 2022). One type of learning media is printed visual media, such as a booklet (Pralisaputri et al., 2016; Panjaitan et al., 2021). A booklet is a type of small book that contains text and images explaining a particular topic (Sinarti et al., 2018). Its compact form makes it easy to carry anywhere, and it contains essential information accompanied by illustrative images, making it easier for students to use during the learning process (Pralisaputri et al., 2016). Furthermore, Panjaitan et al. (2021) state that the use of relevant images and illustrations makes the learning process more engaging, enriches students' knowledge, and helps them understand abstract concepts more clearly and systematically. According to Putri and Saino (2020), booklets can be used by students to better understand material presented by teachers, thereby creating a more engaging learning atmosphere.

Biology encompasses a wide and diverse scope of material as it studies life, which is organized in a structured, systematic, and complex manner (Tammu, 2017). One of the topics in biology is the human reproductive system. The reproductive system functions to produce functional gametes within the body (Havis, 2013). Learning about the human reproductive system is divided into two parts: the male reproductive system and the female reproductive system (Tyas, 2023). The topic of the reproductive system is considered difficult for students because it is abstract and complex, thereby requiring learning media to enhance students' understanding and learning outcomes (Laksmi et al., 2022; Hartika et al., 2024). Furthermore, Hartika et al. (2024) state that learning media are essential for delivering material on the reproductive system since it involves internal bodily processes that cannot be directly observed, posing a challenge for students.

Research on the development of booklet learning media has been conducted on various subjects, such as biodiversity (Paramita et al., 2018; Panjaitan et al., 2021), the digestive system (Putri et al., 2021), and the immune system (Puspita et al., 2017). The development of media in biology learning can also integrate educational content with research findings on local wisdom. For instance, Nurfadhillah et al. (2025) examined the feasibility of a documentary film on the human reproductive system based on an inventory of medicinal plants for male reproductive health in Padang Tikar Village. Additionally, Paramita et al. (2018) developed a booklet as a learning medium on the benefits of biodiversity based on an inventory of medicinal plants in Kaca Lengkuas and Sibawek hamlets, West Kalimantan. Siregar and Ulfa (2025) also developed a biodiversity booklet based on an inventory of medicinal plant species in the Padang Lawas Barumun District. The human reproductive system is one of the most abstract topics in biology learning because its structures and processes cannot be directly observed. Therefore, learning media that provide visual representations and systematic explanations are essential to support students' conceptual understanding. A booklet serves as an effective printed learning medium because it presents concise explanations, illustrations, and structured information that can be accessed repeatedly by students. Through the use of a booklet, reproductive system concepts such as organ structures, physiological processes, and reproductive health can be delivered in a clearer.

Based on the foregoing, this study aims to develop a booklet learning medium that integrates the human reproductive system content with local wisdom research, specifically regarding the use of traditional postpartum medicinal plants by the community in Teluk Batang Selatan Village, Teluk Batang Subdistrict, Kayong Utara Regency, West Kalimantan Province, Indonesia. Teluk Batang Selatan Village was selected as the research location due to the community's extensive use of traditional postpartum

medicinal plants that are still preserved and practiced in daily life. However, this local knowledge has not been optimally utilized as a learning resource in formal education, particularly in biology learning. Integrating the inventory results of postpartum medicinal plants from this location into a booklet provides contextual learning materials that connect biological concepts with students' real-life environments. This research is considered important because students continue to experience difficulties in understanding the reproductive system material, coupled with the limited utilization of local knowledge as a learning resource. Furthermore, the preservation of traditional knowledge concerning medicinal plants faces challenges in the modern era, necessitating a learning medium capable of integrating scientific aspects with local wisdom.

## **METHODS**

### **Research Design**

This study is classified as Research and Development (R&D) research, aiming to produce a learning medium in the form of a booklet on the human reproductive system. The development model employed refers to the Borg and Gall (1983) framework, as modified by Sugiyono (2019), which consists of ten stages: (1) potential and problems, (2) data collection, (3) product design, (4) product validation, (5) design revision, (6) product trial, (7) product revision, (8) usage trial, (9) product revision, and (10) mass production. However, this study was conducted only up to the fifth stage, encompassing potential and problems, data collection, product design, product validation, and product revision. At the potential and problems stage, interviews were conducted with biology teachers to identify students' learning difficulties and the need for instructional media in reproductive system learning. The data collection stage involved curriculum analysis, interviews with local informants regarding postpartum medicinal plant use, and documentation of plant species and their utilization. During the product design stage, the collected data were transformed into a booklet format, including learning objectives, reproductive system material, medicinal plant descriptions, illustrations, and evaluation components. The product validation stage involved expert judgment to assess the feasibility of the booklet based on format, content, and language aspects. Finally, the product revision stage was conducted by revising the booklet according to the suggestions and comments provided by the validators.

### **Instrument**

The research instrument employed was a feasibility assessment sheet for validating the booklet media. The feasibility assessment sheet was used to evaluate the extent to which the developed booklet met the established criteria across various aspects. Validators were selected using a purposive sampling technique. According to Sugiyono (2019), validation refers to the degree of accuracy between the data obtained from the research object and the data reported by the researcher. Therefore, validation aims to assess both the feasibility of the instrument used and the feasibility of the developed booklet media. The criteria for selecting validators included possessing knowledge of learning theories and the biology education curriculum. The validators involved in this study were selected purposively based on their academic and professional competencies. The criteria for validators included expertise in learning theories, a strong understanding of the biology education curriculum, and experience in the development or evaluation of biology learning media.

### **Procedure**

The research procedure consisted of five stages, namely: potential and problems, data collection, product design, product validation, and product revision. The first stage, potential and problems, involved interviews with eleventh-grade biology teachers to obtain information regarding the learning process, the use of instructional media, and the difficulties experienced by students during classroom activities. Based on the interview results, it was found that students' interest and motivation in learning biology were still low. Additionally, students experienced difficulty understanding various scientific terms, particularly those in Latin, which affected the quality of learning. According to the biology teachers, a booklet-based learning medium has the potential for development because it contains concise and clear material, accompanied by engaging illustrations, which can enhance students' interest and motivation in learning and provide additional knowledge about postpartum medicinal plants.

The second stage, data collection, involved curriculum analysis to determine learning objectives aimed at enhancing students' motivation and interest in learning. The developed instructional material focused on the reproductive system, including the structural composition of organs and their functions within the human reproductive system, oogenesis, fertilization, pregnancy, childbirth, reproductive

system disorders/diseases and their management, as well as traditional postpartum medicinal plants, covering definitions, types, benefits, and methods of preparation. Interviews were conducted with informants regarding the utilization of traditional postpartum medicinal plants in Teluk Batang Selatan Village. The data obtained from the study were presented in the form of a booklet, complemented by an analysis of the sequential stages in the learning process for the reproductive system material.

The third stage, product design, involved creating the booklet learning media using the Canva application. The initial process began with determining the theme, which focused on the reproductive system and the utilization of traditional postpartum medicinal plants. The design of the information flow in the booklet included the front cover, foreword, table of contents, Learning Outcomes (LO), Learning Objectives (LO), content, reflection, competency assessment, references, and back cover. The front cover of the booklet displayed the title, author's name, institution, and an illustration representing the content of the reproductive system material. The content summary covered the structural composition of organs and their functions within the human reproductive system, oogenesis, fertilization, pregnancy, childbirth, reproductive system disorders/diseases and their management, as well as traditional postpartum medicinal plants, including definitions, types, benefits, and methods of preparation. The booklet's color scheme employed green and white, and the booklet was formatted on A5 paper measuring 21 × 14.8 cm. Font size and style were varied, with Poppins font used for the cover and subchapter titles, and Times New Roman applied to the main content. The final step involved printing the booklet.

The fourth stage, product validation, was conducted to assess the feasibility and validity of the booklet learning media by five validators. The validation instrument consisted of a validation sheet encompassing three aspects: format, content, and language. Validators assessed the booklet by marking one of four rating categories: 4 (excellent), 3 (good), 2 (fair), and 1 (poor). The fifth stage, product revision, involved revising the booklet learning media based on the notes and suggestions provided by the validators during the validation process.

#### **Data Analysis Techniques**

The data obtained were analyzed using the Content Validity Coefficient method, which is based on the evaluations of five experts for each item to assess the extent to which the item represents the construct being measured (Hendryadi, 2017). Additionally, the booklet validation results were analyzed using Aiken's V formula (Aiken, 1985). The calculated Aiken's V index was used to evaluate the validity and feasibility of the booklet learning media according to established criteria. According to Aiken (1985), for five validators, an Aiken's V index below 0.87 is considered invalid, whereas an Aiken's V index of 0.87 or higher is considered valid.

After the booklet was declared valid, a reliability analysis was conducted to measure the consistency of evaluations among validators. The reliability analysis was performed using the Intraclass Correlation Coefficients (ICC) method with IBM SPSS Statistics software. Referring to Kristiana et al. (2022), the model used in this study was a two-way mixed effects model, as the researchers defined the raters (validators) as a fixed group, while the items being evaluated were considered a sample. The type applied was multiple raters, since there were more than two evaluators, and the definition used was absolute agreement, as the researchers aimed not only to assess the relationship between ratings but also to examine the absolute agreement of scores among validators. The reliability criterion for the instrument was considered reliable if the ICC value was equal to or greater than 0.75 and the p-value was less than 0.05 (Perinetti, 2018).

## **RESULTS AND DISCUSSION**

Instructional media serve as intermediary tools used in the teaching and learning process to facilitate students' understanding of learning objectives (Sujono, 2022). The learning media developed in this study are intended to assist students in achieving learning objectives and enhancing their comprehension of the reproductive system concepts. This media was designed in the form of a booklet, containing general reproductive system material integrated with research findings on traditional postpartum medicinal plants. The booklet includes engaging illustrations, competency assessments, as well as learning outcomes and objectives, thereby supporting a more contextual and meaningful learning process for students. Furthermore, the booklet is presented in printed form and organized according to the learning outcomes and objectives.

In relation to the developed learning media, a feasibility test was conducted on the booklet to determine its level of suitability and validity before being implemented in the learning process. The media's feasibility was validated by involving five validators. The instrument used was a validation sheet comprising three aspects: format, content, and language. The results of the analysis of the reproductive system booklet for eleventh-grade students are presented in [Table 2](#).

**Table 2**  
Validation Results of the Reproductive System Booklet

Aspect	Indicator	Validity Aiken's V Score	Description
Format	Booklet Cover Design	0.87	Valid
	Appropriate font size and type	1.00	Valid
	Booklet organized systematically	0.93	Valid
	Theme color selection aligns with reproductive system material	0.87	Valid
	Image quality in the booklet clearly and comprehensively depicts the research observation objects	0.87	Valid
Content	Alignment of content with learning outcomes and objectives	1.00	Valid
	Completeness of information on postpartum medicinal plants	0.93	Valid
	Completeness of reproductive system material	0.93	Valid
	Consistency of research findings with the content presented	1.00	Valid
Language	Use of scientific/foreign names	0.93	Valid
	Compliance of Indonesian language with PEUBI	0.93	Valid
	Use of easily understandable sentences	0.93	Valid
Overall Total		0.94	Valid

### Format Aspect

The format aspect consists of five indicators: booklet cover design, font size and type, the organizational flow of the booklet, theme color selection, and image quality in the booklet. The first indicator, the booklet cover design, received an Aiken's V validity index of 0.87, indicating it is valid. According to the validators' assessment, the booklet cover was considered appropriate because it includes the booklet title reflecting the main topic, the creator's identity indicating authorship responsibility, and supporting illustrations or images representing the content, particularly on the human reproductive system. The cover fulfills its primary function as the outer visual component, providing not only basic information about the booklet's content but also attracting readers' attention and helping students grasp an overall understanding of the material. According to Putri and Saino (2020) and Hartika et al. (2024), the booklet cover should ideally include the institution's logo, the booklet title, and the author's name. Furthermore, Klarisya et al. (2019) suggest that the cover should feature the title, creator's identity, and affiliated institution to make it more informative and professional.

The second indicator, the use of appropriate font size and type, received an Aiken's V validity index of 1.00, indicating it is valid. According to the validators' assessment, the font selection in the booklet was well-designed to support readability and comfort for students. On the cover, the title and chapter headings used Poppins font with a size of 25, as shown in [Figure 1](#). Subheadings used Poppins font with a size of 15 in bold to provide a clear, attractive, and easily readable presentation for students. The use of Poppins font aims to highlight important elements, such as the main title, to capture students' attention and encourage them to read the booklet. For the main content, Times New Roman font with a size of 15 was used. This font choice was intended to maintain text readability, ensuring that the information conveyed is easily understood by students. This aligns with the findings of Paramita et al. (2018) and Barus et al. (2025), which indicate that font size affects readability and can improve reading efficiency. Furthermore, Putri et al. (2021) emphasize that font size and type for titles, subtitles, and body text, including paragraph separation, line spacing, and clarity of illustrations, play a crucial role in facilitating students' reading and comprehension of the material.

The third indicator, the systematic organization of the booklet, received an Aiken's V validity index of 0.93, indicating it is valid. According to the validators' assessment, the structure of the booklet content aligns with standards for developing effective learning media. The booklet's organization follows a sequential presentation of material, facilitating students' step-by-step understanding. It comprises various components, including the title, foreword, table of contents, learning outcomes and objectives, human reproductive system material, discussion of traditional postpartum medicinal plants, their benefits and preparation methods, as well as reflection sections, competency assessments, answer keys, image sources, and references. This structure demonstrates that the booklet not only ensures content completeness but also maintains continuity between sections, allowing readers to follow the flow of information easily. This aligns with Klarisya et al. (2019), who state that the reading flow in a booklet directs readers to navigate information from one section to another. Furthermore, Titin and Dara (2016) and Siregar and Ulfa (2025) emphasize that the proper sequencing of material enhances the contextual relevance and engagement of the developed learning media for students.

The fourth indicator, theme color selection in the booklet aligned with the reproductive system material, received an Aiken's V validity index of 0.87, indicating it is valid. According to the validators' assessment, the chosen colors were appropriate for the context of the learning material. The booklet employed a combination of soft green and white, creating a visual impression consistent with the content and enhancing the overall appeal of the booklet. The harmonious color combination made the booklet more attractive and facilitated readers' focus on the presented information. However, the validators suggested adjustments to the color combination between the background and plant images, noting that colors too similar to the plant photos reduced visual clarity and readability. They recommended using more contrasting colors between the background and images to make the plants stand out. According to Yuliawati et al. (2020) and Panjaitan et al. (2021), the appropriate use of images and illustrations in learning media can make the learning process more engaging, help students understand abstract concepts, and broaden their knowledge systematically. Furthermore, Putri et al. (2021) emphasize that careful color selection in design enhances visual appeal and can increase students' reading interest.

The fifth indicator, image quality in the booklet accurately and clearly depicting research observation objects, received an Aiken's V validity index of 0.87, indicating it is valid. According to the validators' assessment, the visual quality of the images in the booklet met the criteria for feasible learning media. The images were clear, informative, and relevant to the material discussed, aiding students in understanding the content more effectively. High-quality visualizations play a crucial role in clarifying abstract concepts in the human reproductive system and reinforcing comprehension of traditional postpartum medicinal plants explained in the booklet. However, the validators suggested improvements regarding the placement of image source captions. In some sections, captions were placed beside the images but should be positioned below the images for a neater presentation. Proper placement of image sources not only enhances the booklet's visual tidiness but also strengthens its scientific credibility by clearly indicating references used. According to Paramita et al. (2018), clear image presentation in booklets is essential for effectively conveying learning messages to students. Furthermore, Pralisaputri et al. (2016) and Intika (2018) note that instructional media rich in images can increase students' motivation and interest while assisting them in interpreting and retaining learning material.

### **Content Aspect**

The content aspect consists of four indicators: alignment of material with learning outcomes (LO) and objectives (LO), completeness of information on postpartum medicinal plants used by the Malay community, completeness of reproductive system material, and consistency of research findings with the content. The first indicator, alignment of material with learning outcomes and objectives, received an Aiken's V validity index of 1.00, indicating it is valid. According to the validators' assessment, the booklet content was appropriate as it included learning outcomes and objectives that align with the reproductive system material taught in schools. Learning outcomes represent the core curriculum, encompassing subjects considered essential for students to master, while learning objectives are statements that describe the goals students should achieve as a result of the learning process (Aulia et al., 2023). In the Merdeka Curriculum, learning objectives are systematically formulated based on learning outcomes, providing a conceptual framework for educators to design and implement effective, efficient, and results-oriented teaching and learning activities (Ali & Susilawati, 2025; Aulia et al., 2023).

Furthermore, Wulandari et al. (2023) emphasize that learning media should include learning objectives to serve as a tool that enhances the effectiveness of the learning process in conveying messages and content.

The second indicator, completeness of information on postpartum medicinal plants used by the Malay community, received an Aiken's V validity index of 0.93, indicating it is valid. According to the validators' assessment, the booklet content met the feasibility criteria in terms of material completeness. The booklet presented information in a structured manner, covering essential components from the research inventory of traditional postpartum medicinal plants. These components included scientific names, local names, plant classification, images of medicinal plants, benefits of postpartum medicinal plants, and preparation methods. Comprehensive and organized information facilitated students' understanding of the relationships among plant types, functions, and utilization methods, making the material both informative and relevant to daily life. This aligns with Intika (2018), who asserts that students prefer contextual learning that connects material to real-life events. Therefore, the booklet serves not only as a learning resource but also as a medium to raise awareness of local wisdom in the use of traditional medicinal plants. Furthermore, Putri et al. (2025) and Tammu (2017) emphasize that effective learning media should contain complete, systematically presented material aligned with learning objectives, enabling students to optimally understand the content.

The third indicator is the completeness of the presentation of reproductive system material, with an Aiken's V index value of 0.93, which is considered valid. Based on the validators' assessments of the booklet learning media, the material presented in the booklet has fulfilled the aspect of content completeness. The reproductive system material contained in the booklet covers all essential components needed to achieve the learning objectives, including the structure and functions of reproductive organs, the process of oogenesis, stages of fertilization, pregnancy and childbirth processes, as well as disorders or diseases of the human reproductive system and their treatments. The sequential presentation of the material helps students comprehend the concept of the reproductive system comprehensively, starting from the structure and function to the biological processes involved. In addition, the organization of material in the booklet also considers the logical order between sections, making the learning content easier for students to understand. According to Tysa (2023), the human reproductive system is among the most challenging topics to understand because it involves abstract concepts that are not directly observable and require visual media to facilitate comprehension. Therefore, the presence of the booklet as a learning medium is highly important, as it helps clarify concepts through the use of images, illustrations, and structured explanations. Furthermore, (Puspita et al., 2025; Titin & Dara, 2016) state that the development of appropriate learning media should align with the intended learning objectives so that the media can optimally function as an effective learning aid.

The fourth indicator, alignment of research findings with the content, received an Aiken's V validity index of 1.00, indicating it is valid. According to the validators' assessment, the material presented in the booklet corresponds with the research that served as its basis. The information included is derived not only from theoretical literature but also from the inventory research on traditional postpartum medicinal plants, providing both scientific and contextual value. The consistency between research findings and content makes the booklet more relevant and meaningful for students, as they learn not only theoretical concepts of the human reproductive system but also its practical applications through the use of traditional medicinal plants by local communities. Consequently, this learning media helps instill awareness of the importance of preserving local wisdom while applying biological knowledge in cultural and public health contexts. This aligns with Nurfadillah et al. (2025), Paramita et al. (2018), and Siregar & Ulfa (2025), who assert that learning media can be developed by integrating research findings into instructional content, allowing students to gain broader and deeper insights. By combining theory and research results, students not only understand scientific concepts but can also relate them to real-world phenomena in their environment.

### **Language Aspect**

The language aspect consists of three indicators: use of scientific/foreign names, conformity of Indonesian language with the General Guidelines of Indonesian Spelling (PUEBI), and use of easily understandable sentences. The first indicator, use of scientific/foreign names, received an Aiken's V validity index of 0.93, indicating it is valid. According to the validators' assessment, the use of scientific terms in the booklet was valid and consistent with scientific writing conventions. Validators noted that

the writing of scientific names for traditional medicinal plants in the booklet followed the rules of binomial nomenclature, including correct formatting and term accuracy. Scientific names were written in italics, with the genus name capitalized and the species name in lowercase. This adherence demonstrates that the booklet's developers paid attention to terminological accuracy and neatness in writing scientific terms, making the media suitable for use in scientific learning contexts. According to Kameswari (2022), this writing convention is based on a globally established taxonomy according to the International Botanical Code, including Kingdom, Division, Class, Order, Family, Genus, and Species. Furthermore, Damayanto et al. (2020) note that scientific naming of organisms serves to provide references and facilitate scientific communication about the organisms.

The second indicator, conformity of Indonesian language with the General Guidelines of Indonesian Spelling (PUEBI), received an Aiken's V validity index of 0.93, indicating it is valid. According to the validators' assessment, the language used in the booklet adhered to PUEBI standards, as shown in Figure 11. The language in the booklet demonstrated correctness, proper spelling, and consistency in the use of punctuation and terminology. According to Puspita et al. (2025) and Hartika et al. (2024), using language that conforms to PUEBI in learning media is a key criterion for effective written communication. Therefore, applying proper Indonesian language in the school learning process is essential to achieve effective communication and educational objectives. Furthermore, Panjaitan et al. (2021) emphasize that language accuracy in the booklet is reflected in the selection of simple, communicative, and easily understandable words. The language must be unambiguous, facilitating students' learning and comprehension of the presented information.

The third indicator, use of easily understandable sentences, received an Aiken's V validity index of 0.93, indicating it is valid. According to the validators' assessment, the linguistic aspect of the booklet met good readability criteria. Sentences in the booklet were structured simply, clearly, and communicatively, making them easy to understand for students with varying reading abilities. The language used was straightforward and unambiguous, ensuring that the educational message was accurately received by students. According to Paramita et al. (2018), the use of clear and unambiguous sentences helps students comprehend the material more easily. Furthermore, Putri et al. (2021) and Nurfadillah et al. (2025) emphasize that clear, easily understandable, and well-flowing language greatly facilitates the effective delivery of information to students.

After the booklet media validation process, a reliability test was conducted to determine the consistency of evaluations for the media. The reliability test employed the Intraclass Correlation Coefficients (ICC) method, following the model described by Kristiana et al. (2022). The ICC method measures the degree of agreement or consistency among evaluators regarding the tested instrument. The higher the ICC value, the greater the reliability of the instrument used. The results of the booklet media reliability analysis are presented in Table 3.

**Table 3**  
Reliability Analysis Results of the Reproductive System Booklet

		Lower Bound	Upper Bound	Value	df1	df2	Sig
Average Measures	.727 <sup>c</sup>	.156	.968	3.667	4	44	.012

The reliability analysis of the reproductive system booklet yielded an index value of 0.727. According to Perinetti (2018), this reliability value falls within the moderate category, ranging from 0.50 to 0.75. This moderate classification indicates that the media demonstrates a fairly good level of consistency in producing relatively stable and trustworthy data, although it has not reached a very high consistency level. Nonetheless, the booklet remains reliable and dependable. Additionally, the media exhibits valid content, meaning the material aligns with the intended learning outcomes and objectives. Therefore, the reproductive system booklet is deemed suitable for use as a learning media, having met the necessary validity and reliability criteria.

## CONCLUSION

The reproductive system learning media booklet, based on the inventory of traditional postpartum medicinal plants, demonstrated high validity across all three assessed aspects, with an overall average score of 0.94. Specifically, the validation scores were 0.91 for the format aspect, 0.97 for content, and 0.93 for language. Therefore, this reproductive system learning media booklet is deemed

suitable for use as instructional material. Based on the inventory results, 8 types of traditional medicinal plants were found that were used by the Malay tribe in Teluk Batang Selatan Village in postpartum treatment, namely *Zingiber officinale* (red ginger), *Curcuma longa* (turmeric), *Kaempferia galanga* (galangal), *Curcuma sp.* (mentemu pao), *Parkia timoriana* (kedawung), *Tamarindus indica* (tamarind), *Zingiber purpureum* (bangle), and *Piper nigrum* (pepper).

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