

CULTURAL-BASED PEDAGOGY IN ENGLISH LANGUAGE LEARNING: THE CASE OF BANTEN LOCAL WISDOM IN E-MODULE DEVELOPMENT

Andri Kurniawan^{1*}, Syafrizal², Udi Samanhudi³

¹ Universitas Islam Syekh Yusuf, Indonesia

^{2,3} Universitas Sultan Ageng Tirtayasa, Indonesia
andri.kurniawan@unis.ac.id

Abstract

This study aims to explore the concept and theoretical foundation of cultural-based pedagogy in English language learning through the lens of Banten local wisdom, emphasizing its potential for integration into e-module development. The research employs a library research (literature review) methodology, which involves a comprehensive and systematic analysis of scholarly works, journal articles, books, and previous studies related to culture-based learning, local wisdom, and digital pedagogy. The collected data were critically analyzed through content analysis to identify theoretical patterns, pedagogical implications, and cultural relevance in English language teaching. The theoretical framework is grounded in Vygotsky's sociocultural theory, which posits that learning is mediated through cultural and social interactions, and Byram's model of intercultural communicative competence, which highlights the role of learners' cultural identity in developing linguistic and intercultural abilities. Supporting literature (Gay, 2018; Kramsch, 1993; Liddicoat & Scarino, 2013) reveals that embedding local culture in language learning materials enhances learners' engagement, motivation, and contextual understanding. In the context of Banten, integrating cultural elements such as traditional folklore, proverbs, ceremonies, and historical heritage into digital e-modules provides an authentic learning experience aligned with students' sociocultural realities. The findings of this literature-based analysis demonstrate that cultural-based pedagogy serves as an effective framework for developing contextualized and meaningful English language learning materials. Incorporating Banten local wisdom within e-modules not only strengthens linguistic competence but also fosters intercultural awareness, character education, and national identity preservation. The study concludes that the synthesis of culture, technology, and language pedagogy can form the basis for designing innovative and sustainable English learning resources relevant to Indonesia's multicultural educational context.

Keywords: *Culture-Based Pedagogy, English Language Learning, E-Module, Banten Local Wisdom, Library Research, Intercultural Competence*

INTRODUCTION

In the context of globalization, English has become the lingua franca that bridges communication across cultures, academia, and the professional world (Asnur et al., 2024; Dewanto, 2018). English proficiency not only serves as a means of international communication, but also as the main capital to access science, technology, and global economic opportunities (Crystal, 2012). However, English learning in Indonesia is still often textual and structural, with an emphasis on grammar and translation rather than contextual communicative use (Patras et al., 2023). This conventional approach ignores the sociocultural dimension of students, so that the learning process becomes less meaningful and does not build the intercultural communication skills needed in the global era (Widodo, 2016). As a result, learning English is often detached from local social and cultural realities that can actually enrich students' learning experiences (Potcharapanpong & Corresponding, 2010).

This condition emphasizes the importance of applying a cultural-based pedagogy approach in English language teaching. This theory departs from the view that language cannot be separated from culture because each speech represents the values, norms, and social identity of its speakers (Kramsch, 1993). According to Gay (2018), culturally responsive teaching places the culture of students as the main foundation in the learning process, so that students can build a relationship between the language they learn and their own cultural reality. This approach allows students to understand language as a social practice rooted in cultural meaning, rather than simply a neutral linguistic system (Byram, 1997).

In the practice of English learning in secondary school, one of the problems that is still often encountered is the use of teaching materials that are oriented to foreign cultures without considering the social and cultural context of students (Castillo, 2025). The textbooks used generally display themes, characters, and communication situations that represent Western culture such as the life of American or British people (Suryani, 2018). This condition makes it difficult for students to understand the relevance of the material to their daily lives because the learning context is not rooted in local experiences and values (Yuwono, 2020). As a result, the learning process becomes artificial—regardless of the socio-cultural reality in which students live—so that their learning motivation and communicative abilities are not optimally developed (Widodo & Intan, 2017).

The absence of local cultural contexts in English teaching materials also has implications for the formation of students' identities. When all teaching materials only highlight foreign cultures, students have the potential to experience cultural alienation or cultural alienation, where they are more familiar with foreign cultures than their own culture (Saukah, 2016). In fact, language education should be a space to build intercultural awareness through dialogue between local and global cultures (Liddicoat & Scarino, 2013). Therefore, it is important for educators to reorient teaching materials that integrate the values of local wisdom as an authentic source in English language learning. This approach not only increases the meaning and relevance of learning, but also strengthens students' cultural identity in the midst of the globalization of education (Barkhoda et al., 2025)

Banten Province has a diverse cultural richness, ranging from the tradition of *debus*, Banten pantun, the legend of Sanghyang Nur Cahaya, to a social value system based on religiosity, mutual cooperation, and politeness. This local wisdom represents the identity of the people of Banten which is rich in moral, spiritual, and social values that can be used as a source of contextual learning in

modern education (Hidayat, 2021). The integration of local cultural elements into English learning has a strong relevance to the principle of contextual learning, which is learning that relates academic material to students' experiences and environment (Johnson, 2002). Through the local context, students not only learn language as a means of communication, but also understand the cultural values contained in it (Abdullah et al., 2024; Ichsan et al., 2023). Thus, Banten's local wisdom can function as a cultural capital that enriches the content of learning and connects national and global cultures in a single meaning (Tilaar, 2019).

In addition to strengthening the relevance of learning, the integration of local wisdom through digital media such as interactive e-modules also has great potential in increasing students' learning motivation and cultural literacy. The use of technology allows the packaging of local materials to be more attractive, visual, and accessible, so that it is able to create an immersive and meaningful learning experience (Rahman, 2020). By utilizing digital platforms, cultural values such as symbolism in debus or moral messages in rhymes can be presented through English-language texts, audio, and videos that encourage students to think critically and reflectively. This approach is in line with the idea of glocalization in education, which is the incorporation of local and global values to form an open learner's identity but rooted in his own culture (Azra, 2017). Therefore, the integration of Banten's local wisdom in the English e-module is not only a pedagogical strategy, but also an effort to preserve culture in the framework of 21st century education (Winiasri et al., 2023).

The development of educational technology in the era of the Industrial Revolution 4.0 has brought a fundamental change in the learning paradigm, from a conventional system to a more interactive, flexible, and student-centered digital approach (Dheghu et al., 2019). This transformation encourages the world of education to integrate digital technology as a means of strengthening the teaching and learning process, especially in increasing access, effectiveness, and personalization of learning (Zawacki-Richter et al., 2019). In the context of English language teaching, digitalization allows the development of innovative media such as e-modules, learning management systems (LMS), and interactive learning applications that enrich the learning experience through visualization, simulation, and interactivity (Nuryanti, 2021). Technology not only functions as a tool, but also as a new learning ecosystem that encourages collaboration, communication, and creativity of students (Yilmaz, 2020).

One form of innovation that is relevant to the learning needs of the 21st century is interactive e-modules, which combine linguistic elements with cultural contexts digitally. This e-module offers high flexibility because it can be accessed anytime and anywhere, while allowing the integration of various multimedia formats such as text, images, video, and audio (Hidayati & Prasetyo, 2020). In the context of culture-based education, digital learning content can be a bridge between local wisdom and global competence, by displaying regional cultural values in a modern and communicative format. This technology integration supports learning that is not only oriented towards language mastery, but also on the development of identity, cultural appreciation, and digital literacy of students (Sari & Nugraha, 2022). Thus, the use of interactive e-modules based on local culture is a strategic step to realize contextual, adaptive, and sustainable English learning in the digital era.

Previous research has shown that the integration of local cultures in language learning has a positive impact on improving students' motivation, linguistic comprehension, and cultural identity awareness. Research by Widodo (2016) confirms that English teaching based on local contexts can

increase intercultural communicative competence because students are able to relate the meaning of language to the social reality around them. Similarly, Liddicoat and Scarino (2013) argue that the intercultural language teaching approach emphasizes the importance of connecting the learner's culture of origin with the target language culture to avoid cultural alienation. Meanwhile, Nguyen (2017) found that students who learned English through local materials showed increased participation and understanding of social meaning compared to those who used conventional teaching materials. These results reinforce the theoretical foundation that cultural-based pedagogy is able to expand the function of language learning from mere linguistic transfer to the formation of critical and reflective cultural awareness (Amin, 2015).

In addition, research related to the development of culture-based digital media also shows great potential in creating contextual and interesting learning (Aditya, 2019). Rahman (2020) shows that e-modules based on local wisdom can increase cultural literacy and students' interest in learning because digital content is able to visualize traditional values dynamically and interactively. Similar results were reported by Sari and Nugraha (2022) who found that the use of digital media that displays regional culture strengthens students' emotional connection with learning materials, while fostering pride in local identity. In the Indonesian context, Yuwono (2020) emphasized the need to reorient English teaching materials to better represent the diversity of national culture through the integration of local content based on regional wisdom values. Based on these findings, this research has strong relevance in developing an English e-module based on Banten's local wisdom as a pedagogical innovation that supports contextual learning in the digital era.

RESEARCH METHODS

This study uses a library research method that aims to analyze in depth the concepts, theories, and results of previous research related to cultural-based pedagogy, English language learning, and the integration of local wisdom of Banten in the development of digital teaching materials. This approach was chosen because the research focuses on theoretical and conceptual studies to formulate a model for the development of culture-based e-modules that are relevant to the educational context in Indonesia. Research data is obtained through the collection of secondary sources such as scientific books, reputable international journals, research reports, and education policy documents. The data collection process is carried out with the principles of relevance, actuality, and credibility, to ensure that the literature used has a significant contribution to the focus of the study (Creswell & Creswell, 2018). All literature data are then classified based on the main themes, namely cultural pedagogy theory, local context-based language learning, and digital media innovation in language education.

The data analysis in this study was carried out using content analysis techniques that are descriptive-analytical. This step involves the process of interpreting and synthesizing information from various scientific sources to find patterns, similarities, and differences of views regarding the application of cultural-based pedagogy in English language learning. The analysis process is carried out through three stages: (1) data reduction, namely the selection of literature relevant to the topic; (2) data presentation, namely organizing literature findings into thematic categories; and (3) drawing conclusions to produce a conceptual model for the development of e-modules based on local wisdom in Banten (Miles, Huberman, & Saldaña, 2014). The final results of this literature review are expected

to be able to provide a theoretical and practical framework for the development of contextual, interactive, and rooted in local cultural values.

Result and Discussion

Principles of Cultural-Based Pedagogy in English Language Learning

The first principle in cultural-based pedagogy according to Gay (2018) is that effective learning must place student culture at the center of the learning process. This approach emphasizes that students' experiences, values, and cultural backgrounds are pedagogical resources that can enrich the learning process (Adriana & Lara, 2025). Teachers who implement this approach not only teach language material, but also relate it to the context of students' lives to make it more relevant and meaningful. In the context of learning English, this means that teachers must be able to relate linguistic structure and communication skills to the social and cultural realities of students. Thus, students not only learn language cognitively, but also understand its social function in shaping cultural identity and interaction (Gay, 2018).

The second principle highlights the reciprocal relationship between language and cultural identity as affirmed by Kramsch (1993). He argues that language is never neutral, but rather a representation of the way of thinking, values, and identity of a social group. Therefore, language learning cannot be separated from the cultural context that surrounds it. In teaching English, teachers need to be aware that each linguistic expression contains a distinctive cultural meaning and is potentially different from the student's culture. When students understand that language is a reflection of culture, they not only learn to speak or write in a foreign language, but also learn to understand the way other people think and interact. This enriches their cultural awareness while strengthening local identity so that it is not eroded by the dominant global culture (Kramsch, 1993).

Furthermore, Byram (1997) expanded the concept through the idea of intercultural communicative competence (ICC) or intercultural communicative competence. According to him, language learning should not only focus on mastering linguistic skills, but also on the ability to understand and interpret different cultural values, norms, and practices. This competency includes five main components: attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness. In the context of English language learning in Indonesia, the development of ICC is very important because it helps students communicate effectively and ethically with speakers from different cultural backgrounds without losing their own cultural identity (Byram, 1997). Thus, language learning is a means to foster constructive cross-cultural awareness (Haura et al., 2025).

The implementation of cultural-based pedagogy has also been proven to increase the meaning of learning and student participation. A study conducted by Widodo (2016) showed that students who learned with materials that reflected local culture were more actively participating in discussions and showing higher motivation to learn. This happens because they feel connected to the content of learning and see the relevance between the language they learn and their daily lives. The integration of local cultural contexts creates a safe space for students to express themselves in English without feeling alienated from the content being taught. Thus, this approach not only improves cognitive learning outcomes, but also builds students' confidence and emotional involvement in the language learning process.

In the context of Indonesian education, the application of the principles of cultural-based pedagogy presents challenges as well as opportunities. The challenge lies in the still strong learning paradigm that is oriented to exams and grammar, as well as the lack of teaching materials that represent local culture. However, the opportunities are huge because Indonesia has a rich cultural diversity and can be an authentic source of English language learning. By utilizing local wisdom such as folklore, regional arts, or community social values, teachers can develop teaching materials that are contextual and interactive (Doganay, 2013). This approach is also in line with the spirit of the Independent Curriculum, which emphasizes learning based on character, context, and Pancasila student profiles.

Finally, the application of cultural-based pedagogy in English language learning not only enriches the academic aspect, but also plays a role in the preservation of culture and the development of national identity. Through learning that integrates local values, students learn to appreciate differences and affirm their cultural identity amid the current of globalization. With the support of digital media such as interactive e-modules, regional cultural values can be presented in a modern format that is attractive and relevant to the younger generation. Therefore, the development of e-modules based on local wisdom in Banten is a strategic step to actualize the principles of cultural-based pedagogy in the context of English education in Indonesia, which not only teaches "language", but also fosters "cultural awareness" as part of 21st century competencies (Aditya, 2019).

Conceptual Model for the Development of English E-Modules Based on Local Wisdom in Banten

The conceptual model for the development of the Banten Local Wisdom Based English E-Module departs from an input framework that includes three main components: (1) cultural-based pedagogy theory, (2) Banten local wisdom data, and (3) the needs of the national English curriculum. The theory of cultural-based pedagogy as proposed by Gay (2018), Kramsch (1993), and Byram (1997) is the philosophical and theoretical basis that language learning should integrate cultural dimensions to foster intercultural communicative competence. Furthermore, elements of local wisdom of Banten such as *debuss*, Banten poems, and the legend of Sanghyang Nur Cahaya function as authentic sources that are full of moral, social, and aesthetic values. Third, the curriculum needs in the Independent Curriculum emphasize contextual learning and character strengthening, so that this e-module model is in line with the direction of the national education policy which focuses on the formation of Pancasila student profiles (Harwati & Sathian, 2024).

The process stage in this model focuses on integrating local cultural values into linguistic competencies through digital e-modules. This integration is carried out by aligning language skills (listening, speaking, reading, and writing) with local cultural content represented in the form of narrative texts, dialogues, documentary videos, and Banten-based context-based quizzes. This approach leverages the principles of contextual learning (Johnson, 2002) and multimodal literacy (Cope & Kalantzis, 2015) to create an active, interactive, and reflective learning experience. The integration process also pays attention to the cognitive dimensions (language comprehension), affective (appreciation of culture), and psychomotor (the ability to communicate using the local cultural context). Thus, students not only learn the structure of language, but also interpret the socio-cultural meaning behind the use of the language (Elfira & Santosa, 2023).

Technologically, the development stage of the e-module involves multimedia-based interactive design that allows students to explore cultural values through digital features such as debus performance videos, rhyme recordings, and cultural dialogue simulation-based activities. According to Hidayati and Prasetyo (2020), the use of interactive digital media increases learning motivation because it provides autonomy and a personalized learning experience for students. In this context, e-modules are not only learning aids, but also a container for knowledge construction that combines language and culture. This technology integration supports the principle of self-directed learning, where students can learn independently while connecting with their cultural identity through authentic visual and auditory representations (Barkhoda et al., 2025)

The output stage of this conceptual model is in the form of a contextual interactive e-module based on local culture of Banten which has the characteristics: (1) oriented towards the development of English language competencies according to the curriculum, (2) containing local cultural values in each topic, and (3) designed with the principles of user-friendly, interactive, and multimedia-based. This e-module consists of several main parts, namely warm-up activities that introduce cultural contexts, main activities that focus on language skills through local content, and reflection tasks that encourage students to reflect on the cultural values contained in learning. This structure combines pedagogical and cultural elements in a balanced manner, making it a learning medium that is relevant to the characteristics of Indonesian students who are multicultural (Adriana & Lara, 2025).

Meanwhile, the outcome stage emphasizes the long-term results of the application of this model, namely improving language skills, cultural literacy, and strengthening student identity. Through culture-based learning, students are expected to have an awareness that learning a foreign language does not mean leaving their own culture, but broadens their perspective to understand and appreciate the diversity of world cultures. The results of a study by Sari and Nugraha (2022) show that the integration of local culture in digital media is able to strengthen students' cultural literacy and foster a sense of pride in national identity. Thus, the outcomes of this model are not only measured through the improvement of academic grades, but also through affective and social dimensions that reflect the formation of character and cultural identity.

Conceptually, the logical relationship between the four components input, process, output, and outcome forms an integrative and sustainable model (Haura et al., 2025). Inputs provide a theoretical and empirical basis; process serves as a mechanism for merging cultural and linguistic values; outputs produce innovative products in the form of interactive e-modules; and outcomes are evidence of pedagogical success that includes cognitive, affective, and sociocultural aspects. The implications of this model for English teaching practices in schools are significant, as they provide contextual, character-based learning alternatives and support the development of 21st century skills such as critical thinking, collaboration, communication, and global cultural awareness. Thus, this conceptual model contributes not only to the innovation of language education, but also to the preservation of local culture within the framework of a globally minded national education (Dai, 2011).

CONCLUSION

The results of this study show that the application of cultural-based pedagogy in English learning has strong relevance in the context of multicultural Indonesian education. Based on a literature review, the principles put forward by Gay (2018), Kramsch (1993), and Byram (1997)

affirm that language learning will be more meaningful if it integrates students' cultural values. The integration of elements of local wisdom of Banten — such as the *debus* tradition, Banten *pantun*, and the legend of Sanghyang Nur Cahaya — in the development of e-modules is able to bridge the gap between linguistic learning and the formation of cultural awareness. Through this approach, students not only master language skills, but also understand the identity, values, and social meanings inherent in the local culture. Thus, culture-based English learning can be an effective means to build intercultural communicative competence while strengthening students' national identity in the midst of globalization.

In addition, this study emphasizes that the development of e-modules based on Banten's local wisdom is a pedagogical innovation that supports learning transformation in the digital era. Through the integration of educational technology, local cultural values can be packaged in an attractive, interactive, and contextual way, thereby increasing students' motivation, participation, and cultural literacy. The resulting conceptual model—with an input–process–output–outcome structure —shows that a combination of cultural pedagogical theory, local content, and digital media can result in holistic language learning. Theoretically, this research enriches the study of the relationship between language, culture, and educational technology; Practically, the results can be a reference for teachers and curriculum developers to create English learning that is relevant to Indonesia's socio-cultural context.

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