

Integrating Local Wisdom into Genre-Based English Materials: A Culturally Responsive Needs Analysis in a Hindu Higher Education

Ni Nyoman Tantri* , Ni Nyoman Padmadewi ,
 Luh Putu Artini  and Dewa Putu Ramendra 
 Universitas Pendidikan Ganesha,
 Indonesia

Abstract. English is a foreign language taught in Indonesia. One of the biggest problems in teaching English as a foreign language is how to bridge students' language proficiency and their indigenous cultural identity. The present study investigates the need for designing culturally responsive instructional materials for students of a Hindu higher education institution in Central Kalimantan, Indonesia. This research uses an explanatory mixed methods design to implement the Context, Input, Process, Product (CIPP) model to assess the pedagogical and cultural needs for the development of genre-based English teaching materials. Using purposive sampling, this study included 120 students, 5 lecturers, 5 cultural practitioners, and 1 head of the study programme. The study data were collected through questionnaires, document analysis, and semi-structured interviews with lecturers, students, programme administrators, and cultural practitioners. The findings show a critical gap between curriculum policy and classroom practice, indicating the need for urgent genre-based scaffolding and technology based and contextualised content. Cultural analysis identifies that material artefacts (e.g., *Batang Haring*), social practices (rituals), and philosophical values (*Tri Hita Karana*) are crucial elements in enhancing the relevance of learning. These results provide a framework for mapping local wisdom into functional texts, ensuring English materials are both linguistically sound and culturally grounded. This study recommends developing technology-based English materials infused with local wisdom as a strategic solution for meaningful, contextualised language learning.

Keywords: CIPP model; culturally responsive pedagogy; genre-based approach; local wisdom; needs analysis

Citation:
 Tantri, N, N.,
 Padmadewi, N, N.,
 Artini, L, P., &
 Ramendra, D, P. (2026).
 Integrating Local
 Wisdom into Genre-
 Based English Materials:
 A Culturally Responsive
 Needs Analysis in a
 Hindu Higher
 Education. *International
 Journal of Learning,
 Teaching and Educational
 Research*, 25(8), 986–1012.
<https://doi.org/10.26803/ijlter.25.8.39>

*Corresponding author: Ni Nyoman Tantri; tantri.2@student.undiksha.ac.id

1. Introduction

English has become an international language and proficiency in it has become an essential requirement in higher education, as it facilitates effective communication in global academic contexts. Studies show that language skills allow students to access academic resources, take part in scholarly conversations, and communicate their ideas effectively in educational and professional settings (Rossi, 2017; Shah et al., 2021). Additionally, language proficiency facilitates career advancement (Deepa et al., 2023). However, research shows that factors such as learning environment, teaching practices, and sociocultural background impact students' English competence (Zhao et al., 2025). Proficiency is reflected in a learner's ability to use English accurately and fluently in both oral and written contexts, hence enhancing academic success and worldwide employability (Khan & Khan, 2019). English is the international language of academia and professional communication, so higher education institutions are expected to offer effective English Language Teaching (ELT) programs to improve students' linguistic proficiency and communicative skills (Richards & Rodgers, 2014).

In ELT language competence is in general developed thru a mixture of receptive skills such as reading and listening and productive skills such as speaking and writing. Successful development of these skills requires well-designed instructional materials that are pedagogically appropriate and responsive to the academic environments of the learners. Previous studies have suggested that the availability of learning materials and the use of effective teaching methods influence students' English proficiency, along with other instructional and contextual factors (Zhao et al., 2025). Instructional materials are important to guide classroom practice and provide meaningful learning experiences. Therefore, the development of English teaching materials should be systematic, contextualised and contextualised according to students' learning needs to increase the effectiveness of language learning (Irawan et al., 2018). In addition, Purnami et al. (2024) stated that in higher education, especially in non-English departments, instructional learning materials should be in accordance with the needs and characteristics of students to ensure the relevancy of language learning.

English is a foreign language taught in Indonesia. English is widely taught as either a mandatory or optional subject in higher education and is integrated into the general curriculum to prepare graduates for global competitiveness. This policy aligns with the goals of Law No. 12 of 2012 on Higher Education, which emphasises the development of innovative and competitive graduates who are capable of participating in global academic and professional communities. Government Regulation No. 4 of 2014 on the Implementation and Management of Higher Education also grants universities the institutional autonomy to design curricula that reflect their missions and the characteristics of their students. Institutional autonomy in higher education means universities can run their own academic programmes, design their own curricula, and develop their own learning strategies that are aligned with their needs and goals (Teshome, 2025). Consequently, ELT techniques differ among institutions, especially in non-English major programmes in which English courses typically emphasise the

development of fundamental communicative skills for academic and everyday interactions (Richards, 2015).

Recent studies in ELT highlight the importance of incorporating cultural components into language acquisition to foster more meaningful and contextualised educational experiences. Culture is very important in helping learners understand how to use language and communicate, and it also serves as a valuable resource to be integrated into learning practices (Ningsih et al., 2026). Culture can improve learners' ability to interact with people from other cultures and broaden their interest in the subject and their understanding of the context (Hossain, 2024).

Empirical studies indicate that integrating local culture elements into English teaching materials can enhance student motivation and facilitate contextual language learning (Darma et al., 2025), enhance reading competence (Ratminingsih et al., 2020), and improve the development of reading, writing, listening, and speaking skills and confidence in English (Nambiar et al., 2020). In Indonesia, incorporating local wisdom into English teaching materials has been shown to enhance character education and connect language learning with students' cultural values (Manuhutu et al., 2023), while also promoting social harmony (Padmadewi et al., 2025). Moreover, a systematic review of ELT practices in Southeast Asia confirms that integrating local culture positively influences students' attitudes, engagement, and cultural awareness (Ratri et al., 2024).

The genre-based approach (GBA) is a pedagogical framework for teaching language that supports learning in context (Emilia, 2011). It discusses how language can be used differently in different social situations and for different communicative purposes. The approach usually includes several stages: modelling, joint construction and independent text production. These stages allow students to develop their ability to communicate gradually (Hyland, 2007). Although students' indigenous cultures are important, some studies indicate that English teachers still find it difficult to incorporate English with students' indigenous cultures (Caminero, 2025; Riley et al., 2024; Sonza & Protacio, 2025). In Indonesia, the GBA has been promoted thru curriculum reforms and educational policies like Merdeka Belajar Kampus Merdeka, which advocates flexible and contextual learning. However, the integration of cultural values in genre-based English teaching materials remains limited particularly in institutions with strong cultural or religious identity.

One example of such an institution is Institut Agama Hindu Negeri Tampung Penyang (IAHN-TP) in Palangka Raya, Central Kalimantan. The institution embodies a unique cultural vision rooted in the Hindu philosophical principle of *Tri Hita Karana*, which emphasises harmony among humanity, nature, and the divine. This philosophy is complemented by the Dayak Ngaju cultural concept of Batang Haring, which represents the tree of life. This strong cultural base notwithstanding, systematic needs analyses have not been conducted consistently to inform ELT practices. Therefore, English teaching is usually based on generic

teaching materials that are not sufficiently representative of the cultural perspective of the institution or the contextual learning needs of students.

There is a growing emphasis on culturally responsive English teaching materials, but few studies have systematically involved a needs analysis, cultural frameworks, and the development of teaching materials in religious-based higher education environments. This study therefore sought to bridge this gap thru a comprehensive needs assessment using the CIPP Evaluation Model to evaluate the Context, Input, Process and Product of the learning environment. Furthermore, the study used the cultural framework proposed by Koentjaraningrat (2005), which categorises culture into values, practices and artefacts. The results of this research are used as the basis for the development of culturally responsive genre-based English teaching materials for the students of IAHN-TP Palangka Raya. The following research questions were specifically addressed in this study:

1. What are the pedagogical needs and cultural needs for integrating culturally responsive genre-based English teaching materials?
2. What is the framework for integrating local wisdom into genre-based material?

2. Literature Review

As the diversity of students in educational institutions increases, there is a need for pedagogical practices that are linguistically and culturally responsive and effective. The significance of incorporating learners' cultural backgrounds into instructional design for meaningful learning and identity affirmation in multilingual and multicultural settings has been widely recognized. For this reason, it is especially pertinent in the setting of higher education to investigate the intersection of cultural responsiveness and genre-based pedagogy.

2.1 Culturally Responsive Teaching in English Language Instruction

Culturally responsive teaching (CRT) focuses on academic achievement, cultural competence, and critical consciousness. Gay (2018) elaborated on CRT as a pedagogical framework that uses students' cultural knowledge, prior knowledge, prior experiences, and performance styles to enhance the relevance and efficacy of learning.

Here culture is seen as a key factor in shaping cognition, interaction dynamics, and the development of knowledge-neutral, largely Western-centric resources that may alienate learners' identities. It advocates for the incorporation of culturally relevant literature, local stories, and community knowledge into language teaching practices (Gillispie, 2021; Mi Min et al., 2025). This integration allows students to use English not only as an academic obligation but also as a means of articulating their social reality (Hylton, 2025). The approach has been linked to higher learner engagement, better identity affirmation and increased communicative confidence in EFL contexts (Pevac Zimmer et al., 2024; Zeng et al., 2025).

Recent research emphasises the importance of integrating cultural views within pedagogical methods for enhanced and inclusive learning encounters. Nisa et al. (2025) developed Indonesian language-learning aids by integrating CRT with the Technological Pedagogical Content Knowledge (TPACK) framework, demonstrating that culturally relevant teaching materials can enhance student engagement and learning outcomes in a multicultural classroom. Matiso (2024) found that the use of culturally responsive pedagogies in ESL classes enhances students' motivation and engagement by linking learning activities to their cultural contexts.

The use of local knowledge in teaching methodologies has been shown to enhance higher-order thinking skills. Fitria et al. (2025) stated that using ethnoscience in blended problem-based learning greatly boosts students' ability to think critically, communicate, and be creative. Recent empirical studies in multilingual EFL situations have demonstrated that culturally responsive materials can improve reading comprehension, and learner engagement. Kuswandi (2025) discovered that culturally relevant materials improved students' reading comprehension and classroom engagement, whereas Safitri et al. (2025) reported that culturally familiar texts can improve learners' engagement.

This constraint highlights the need for a pedagogical framework that integrates culturally significant content and guides students in using such material systematically. The GBA offers a systematic framework for integrating local cultural values into various stages of literacy development by highlighting the schematic and linguistic characteristics of texts. Using culturally relevant texts enables students to enhance language proficiency while fostering cultural understanding and appreciation (Asi et al., 2022). Culturally responsive teaching provides a philosophical foundation for culturally grounded instruction, and a practical pedagogical framework such as the GBA is essential for effective implementation in EFL classrooms.

2.2 Genre-Based Approach

The study of genre becomes a type of linguistic object. Systemic functional linguistics (SFL) is the foundation for the study of genre in linguistic literacy (Hyland, 2007; Swales, 1990). According to Christie and Martin (2000), linguistic function has become a basic reference in the framework of language use in terms of genre. In language and linguistics, Christie and Martin (2000) define genre as a communicative activity undertaken with an orientating goal. Meanwhile, Swales (1990) defines genre simply as a communicative event in which participants share a set of communicative goals. This implies that genre is a goal-orientated communication process for its members in certain communicative events that are shaped by social contexts. Different social contexts lead to different genres. Thus, genre is the specific way that language is used in a given situation, for example, the interview, media, or advertisement genres (Christie & Martin, 2000).

Moreover, genre is a technical term that refers to a specific type of text (Namaziandost et al., 2020). It denotes a variety of discourse, spoken or written, that embodies literary aspirations. Furthermore, Swales (1990) stated that genre has several characteristics and features, for example: a) Genre has a distinct communication event; b) Genre is goal-orientated; c) Genre has variation and uniqueness according to its typical features; d) Each genre has limitations and restrictions, including content, physical form, and shape; and e) Each genre is part of a society of discourse. Although the GBA was previously popular due to its effectiveness in teaching writing skills, recent scholars highlight its advantages in improving the teaching of other English language skills such as listening (Aswani et al., 2023; Kizi & Abdujabbarovna, 2025; Namaziandost et al., 2019), reading (Daniarti et al., 2020; Maknun, 2019), and speaking (Putra et al., 2025).

2.3 The CIPP Evaluation Model

The Context, Input, Process, Product (CIPP) Evaluation Model developed by Stufflebeam and Zhang (2017) is widely used to examine educational programmes and to facilitate systematic decision-making for enhancement. The model helps to identify discrepancies between the current and expected situations, making it useful for conducting needs analyses in educational settings. The CIPP model has been used in evaluation of educational programs and finding points of improvement and it is effective in educational research (Agustina & Mukhtaruddin, 2019; Dewi et al., 2025; Zhang et al., 2011). Academic researchers can use this technique to evaluate the institutional environment, resources, teaching methods and learning outcomes to identify areas for improvement. Hence, in this study, the CIPP model provided a systematic framework for identifying pedagogical needs before developing instructional materials.

The model emphasises the necessity of evaluating the context by examining institutional needs and conditions, such as existing regulations, prior syllabi, and stated learning objectives. The input evaluation looks at the available resources. These include the pedagogical competence of the lecturers, the existing teaching materials and the present competency level of the students. Process evaluation is the assessment of the implementation of the teaching and learning activities in the classroom while product evaluation is the assessment of students' learning outcomes and competencies.

2.4 Koentjaraningrat's Cultural Dimension Theory

Koentjaraningrat (2005) defines culture as values, practices and artefacts. These dimensions offer a holistic analytical framework for identifying local wisdom that includes the philosophical, behavioural, and tangible manifestations of the culture of a community. The framework in this study serves as a guide for the selection and organization of local cultural content so that English teaching materials reflect the cultural identity of the learners in a systematic and pedagogically meaningful way.

2.5 Theoretical Framework

This research uses and combines the CIPP Evaluation Model (Stufflebeam & Zhang, 2017), CRT (Gay, 2018), Koentjaraningrat's (2005) cultural dimensions, and the GBA (Emilia, 2011; Hyland, 2007). The CIPP Evaluation Model identifies

pedagogical needs for English language learning materials through four aspects: context, input, process, and product. Furthermore, Koentjaraningrat's (2005) cultural theory is used to identify elements of students' local wisdom that are appropriate for integration into English language learning materials, including cultural values, social practices, and cultural artefacts. Culturally responsive teaching is the philosophical underpinning for incorporating culture into English language learning, which enhances the meaningfulness and relevance of the learning process and increases student engagement. Lastly, the GBA is used as a pedagogical framework to organise local cultural content into various functional text genres.

3. Methodology

3.1 Research Design

To achieve the objectives of the study, this study adopted a sequential explanatory mixed-methods design, beginning with quantitative data analysis and proceeding to qualitative data analysis to explain the quantitative results (Creswell, 2014). In this study, the CIPP Evaluation Model proposed by Stufflebeam and Zhang (2017) served as the primary analytical framework for examining current English teaching practices. In addition, Koentjaraningrat's (2005) cultural dimension theory was used to identify cultural themes relevant to instructional development.

3.2 Participants

This study used purposive sampling to select participants with sufficient knowledge and experience relevant to the research (Creswell, 2014). The participants in this study included five English lecturers, the Head of the Hindu Education Department, five cultural practitioners with expertise in Hindu Kaharingan rituals (the first practitioner or the eldest is considered the primary informant), and 120 students of the Hindu Education Department at the Institut Agama Hindu Negeri Tampung Penyang (IAHN-TP), Palangka Raya from the 2022–2024 academic years who had completed the English course. These groups were chosen for their particular competence and direct involvement with the pedagogical and cultural needs of the institution. Table 1 shows the specifications of the participants.

Table 1: Participants' specifications

Participant Group	Sampling Technique	Number
English lecturers	Total population sampling (within the purposive sample)	5
Students	Criterion purposive sampling	120
Head of the Hindu Education Department	Key informant purposive sampling	1
Cultural practitioners	Expert purposive sampling	5

To reduce the possibility of bias associated with purposive sampling, source triangulation was employed in this study. Data collected to answer the problem formulation were collected from various sources, namely the English lecturers, students, the Head of the Hindu Education Department and cultural practitioners.

In addition, technical triangulation was also carried out by comparing the results of the questionnaire, interview and observation to ensure the consistency of data. The researcher used this source and technical triangulation to ensure the validity and reliability of the data collected.

3.3 Instruments

Data were collected by means of questionnaires, interview guides and document analysis. To ensure content validity, the tools were validated by five experts, including three language experts and two cultural experts. Expert assessment demonstrated a Content Validity Ratio (CVR) and a Content Validity Index (CVI) of 1.0. This consensus indicated that the instruments were very valid to evaluate both the pedagogical and cultural aspects of the study. Validity of the questionnaire was checked using Pearson product moment correlations and reliability was tested using Cronbach's alpha. The results of the validity test of the Pearson product-moment correlations showed that the correlation coefficient of each item was greater than the critical value ($r > 0.361$; $\alpha = 0.05$; $n = 30$). This means that every item of the questionnaire was valid. The Cronbach's alpha test result produced an overall coefficient of 0.936, which is above the recommended threshold 0.70 (Hair et al., 2019). So it can be concluded that the questionnaire was valid and reliable before used to collect the data of the study.

3.4 Data Collection

Data were collected using surveys, semi-structured interviews and document analysis. The survey gathered quantitative data on perceived needs in the components of the CIPP model. The interviews provided qualitative insights into cultural practices, beliefs and community expectations for the development of materials. Document analysis of the existing curriculum, cultural artefacts and ritual practices supplemented the data and provided contextual and historical background.

3.5 Data Collection Procedure and Protocol

The data required for this study was collected in three stages of research. First, the researcher obtained research permission from IAHN-TP Palangka Raya. The researcher obtained research permission and determined the research sample based on the sample selection criteria specified in this study. Second, the researcher collected quantitative data by distributing questionnaires to evaluate the English language material from a pedagogical perspective, in line with the CIPP Evaluation Model. The questionnaires were distributed to lecturers and students who had been selected as respondents. Third, qualitative data were collected through interviews and document analysis to evaluate the English-language material from the perspective of students' local culture. Interviews were conducted with five lecturers and five selected traditional leaders. Before conducting the interviews, the researcher explained the purpose of the interviews and ensured that all participants were willing to provide information in accordance with the research needs.

3.6 Data Analysis

The quantitative data collected through the questionnaires were analysed descriptively to identify the specific needs for each aspect of the CIPP Evaluation

Model of Stufflebeam and Zhang (2017), including context, input, process, and product. Descriptive analysis was used to examine the responses, providing a comprehensive overview of the current state of ELT materials and methods (Creswell, 2014; Sugiyono, 2015). It also highlighted gaps and prioritised areas for improvement to support English-language learning and cultural integration better. To analyse the quantitative data, the researchers used SPSS version 25 for Windows.

The qualitative data from the interviews and document analysis were examined using an interactive analysis model, following the stages described by Miles et al. (2014): data condensation, data display, and conclusion drawing/verification. The analysis began with transcribing the data that were obtained through the interviews and the document analysis. The extracted data were then read repeatedly to ensure that the researcher understood the collected data and that the data were sufficient to answer the research questions. Subsequently, coding was conducted to identify data sources and aspects of the research problem formulation such as the implementation of English language learning, the availability of teaching materials, appropriate cultural contexts for integration into English language learning, and students' needs regarding the integration of these cultures.

Furthermore, coding was also applied to characterise the data according to the CIPP concept, making it easier for researchers to identify data related to pedagogical aspects. Coding was also carried out using Koentjaraningrat's (2005) cultural dimensions theory, which comprises cultural ideas, social practices, and material artefacts to facilitate the identification of data related to cultural aspects. The grouped data were then compiled into a cross-table to compare results from one source with those from another, ensuring validity and reliability. This way, all collected data could be used to draw conclusions that answered the research questions. Specifically, for document analysis, the researcher examined the data using the criteria shown in Table 2.

Table 2: Criteria for document analysis

Response	Criteria
Yes	The indicator is fully implemented and consistently supported by evidence from documents.
Partial	The indicator is implemented only partially, inconsistently, or requires further improvement.
No	The indicator is not implemented, or no supporting evidence is found.

4. Results and Findings

This section reports the research findings. The findings are presented according to the two main research questions. The section begins with the pedagogical and cultural requirements identified by the CIPP evaluation and cultural dimensions. Secondly, it proposes the suggested framework of local wisdom integration in genre-based materials.

4.1 Pedagogical Needs and Cultural Needs for Integrating Culturally Responsive Genre-Based English Teaching Materials

4.1.1 Pedagogical Needs Based on CIPP Evaluation Model

A systematic evaluation on the needs for developing English teaching materials using the CIPP model was conducted. This assessment is designed to explore the gap between the current instructional practices and the learning outcomes expected of the institution and its students. By examining these four dimensions, the study provides a comprehensive overview of the administrative, instructional, and practical requirements for transitioning from generic materials to culturally responsive, genre-based materials. The findings of this pedagogical evaluation are detailed below.

4.1.2 Context

The context evaluation was a diagnostic phase to evaluate existing instructional techniques' alignment to institutional objectives. The purpose was to examine curriculum policies and learning objectives to identify gaps and opportunities within the English programme at IAHN-TP Palangka Raya. The needs of the program were identified through the evaluation of documents and feedback from stakeholders. The analysis confirmed the necessity for new materials that meet both academic standards and the demands of local culture.

Table 3: Summary of context evaluation findings based on document analysis

No.	Aspect to be Valued	Evidence from Documents	Availability
1.	Institutional policy alignment	SN-Dikti & MBKM Guidelines	Yes
2.	Cultural vision integration	IAHN-TP strategic plan (<i>Tri Hita Karana</i>)	Yes
3.	Course relevancy	English syllabus (RPS) vs students' needs	No
4	Local wisdom specificity	Curriculum document (Dayak Ngaju & Hindu Kaharingan)	No

The institutional curriculum places a significant emphasis on philosophical and cultural foundations, as evidenced by the document analysis. As the results in Table 3 show, although there are high-level policies such as the SN-Dikti, the MBKM, and the IAHN-TP strategic plan (*Tri Hita Karana*), there is a lack of specific integration of content in the English-syllabus with the content of local-wisdom. The Programme Learning Outcomes are designed to equip the graduates to serve as Hindu educators and researchers thru a focus on communication skills and cultural awareness. This indicates a clear need to integrate Hindu values and local wisdom in the educational process.

As can be seen in Table 4, the context evaluation showed a significant gap between formal curriculum policies and their implementation in the classroom. The cultural vision of university is in accordance with the institutional policies, such as SN Dikti and MBKM. However, the document analysis revealed that specific course-level materials are largely unavailable, resulting in generic Course Learning Outcomes that fail to operationalise the cultural competence outlined in the Programme Learning Outcomes effectively. The results of the questionnaire

also show a perception gap because 40% of students reported that the learning of English is not meaningful to be integrated with culture, although the lecturers and department leaders actively support the policy. The interviews also revealed that the main barrier was the lack of contextualised teaching materials or e-modules, so that cultural elements were included only incidentally in teaching. Therefore, despite adequate digital infrastructure, English instruction has not fully supported students' development as culturally competent Hindu educators, highlighting the urgent need for integrated materials that connect language learning with local wisdom.

Table 4: Context component triangulation

Aspect	Policy Expectation	Lecturers	Students	Head of Department	Primary Finding
Curriculum Policies	<i>Tri Hita Karana</i> Integration	100%	40%	100%	Lack of implementation
Implementation Requirement	Systematic examples	100%	55%	50%	Insufficient input

4.1.3 Input

The input evaluation assessed the readiness of human resources, instructional materials, and digital infrastructure to make the proposed English program feasible. Document analysis (Table 5) revealed that, despite the institution having skilled personnel and adequate infrastructure, there is a severe shortage of culturally specific educational resources.

Table 5: Summary of input evaluation findings based on document analysis

No.	Aspect to be Valued	Evidence from Documents	Availability
1.	Lecturer qualifications and competence	Curriculum structure and staff academic records	Yes
2.	Cultural teaching guidelines and model texts	Teaching guidelines and syllabus	No
3.	Culturally integrated learning materials	English instructional texts and textbooks	No
4.	Digital infrastructure and facilities	Institutional facility data (internet, platforms)	Yes

Data triangulated from the questionnaires and the interviews indicated a multifaceted environment characterised by both preparedness and inadequacy. All the lecturers and the Head of Department attested to the high level of pedagogical competence, but none of them is currently using cultural texts due to the lack of available material. Just 45% of the students said they felt confident about their English skills. However, a high motivation was observed as 55% specifically requested culturally integrated content and 90.83% preferred a GBA. This indicates that although human resource capability is substantial, both groups are impeded by an absence of 'cultural input' and genre-based models.

A lot of the materials are generic, printed and non-interactive, but 80.84% of students are ready for digital learning and the current infrastructure is

underutilised in terms of resources. Students said the current classroom resources are 'not relevant' and 'disconnected to Hindu Dayak or Dayak identity'. The results, summarised in Table 6, show that the biggest gap is not the lack of technology or talent but the absence of a structured e-module to bridge digital readiness and CRT.

Table 6: Input component triangulation

Aspect	Policy Expectation	Lecturers	Students	Head of Department	Primary Finding
Human resources	Component & culturally ready	100%	45%	100%	Gap in skill implementation
Learning materials	Culturally integrated & genre-based	0%	0%	0%	Resource deficiency
Infrastructure	Technology-enhanced learning	100%	80.84%	100%	Inadequate pedagogical use

4.1.4 Process

The process evaluation assessed the extent to which the instructional activities, planning, implementation, and assessment met the institution's standards for culturally integrated and genre-based instruction. The document analysis, summarised in Table 7, revealed that there are basic instructional frameworks in place, but the systematic use of the GBA and cultural contextualisation is lacking. The evaluation showed that although basic instructional frameworks are officially established, they are not used consistently.

Most importantly, the analysis revealed that there is no structured, dedicated textbook or instructional module that integrates GBA principles with local cultural content. Thus, pedagogical practices are largely dependent on generic and externally obtained resources that do not sufficiently enable the intended instructional design. Not having the right textbook makes lesson planning inconsistent and causes the integration of the four language skills and the systematic use of CRT to be more difficult.

Thus, instructional activities are more likely to be procedural than pedagogical. This finding underscores the fact that the lack of a contextually appropriate genre-specific textbook is one of the main sources of the mismatch between the institutional expectations and the actual classroom practices, and therefore, it highlights the critical need for culturally integrated instructional materials.

Table 7: Summary of input evaluation findings based on document analysis

No.	Aspect to be Valued	Evidence from Documents	Availability
1.	Systematic GBA planning	English syllabus (RPS) activity sequences	Yes
2.	Balanced skills development	Syllabus structure (Balanced 4-skills focus)	No
3.	Culturally integrated implementation	Instructional activities and lesson delivery	No
4.	Contextualised assessment	Assessment rubrics and evaluation trials	No

GBA: Genre-Based Approach

The triangulated data indicated a substantial ‘implementation gap’ between intended frameworks and actual classroom conditions. During the planning stage, the majority of stakeholders recognised the existence of syllabus components, yet 21%-29% of them observed inconsistent implementation regarding cultural integration and skills balance. The interview data also supports the finding that planning is largely textbook driven, limiting the ability to encourage the integration of the four skills in a contextualised manner.

The difference is even more apparent in terms of implementation. The implementation rate was only 40% as the intended instructional processes did not match the actual practice, and the Head of Department said that the lecturers reported 70%. The students said that the lessons were traditional, with no systematic approach to the transitions between language skills and with cultural themes only appearing ‘occasionally’. Furthermore, although technology is discussed in planning documents, it is not maximised to enable multimodal learning.

The biggest difference was seen in the assessment phase. The lecturers said that 100% of students obey the rules of assessment. However, only 40% of the students thought that these tests helped them to achieve their learning objectives. Furthermore, current assessments are still too generic, and they do not assess integrated language skills, nor the cultural competency needed by the school. Table 8 confirms the need for improving the teaching approach to create an interactive and culturally relevant model that balances and integrates the four language skills.

Table 8: Input component triangulation

Aspect	Policy Expectation	Lecturers	Students	Head of Department	Primary Finding
Instructional planning	GBA and skills integration	7.14%	78.75%	71.43%	Inconsistent realisation
Implementation	Culturally integrated & multimodal	70%	78.75%	40%	Implementation gap
Assessment	Contextualised and integrated	100%	40%	50%	Disparity in assessment

GBA: Genre-Based Approach

4.1.5 Product

The product assessment focused on the tangible outcomes of the learning process with a special emphasis on the students' proficiency in the integrated language skills and their ability to demonstrate cultural competency. The document analysis is summarised in Table 9, showing that the administrative requirements for learning objectives are met. However, there are no clear indicators to measure the degree of students' engagement with local culture or how well they are improving in all four language abilities.

Table 9: Summary of input evaluation findings based on document analysis

No.	Aspect to be Valued	Evidence from Documents	Availability
1.	Cultural competence indicators	Criteria for evaluation and results explanation	No
2.	Genre-based performance standards	A specific criterion for skills in a certain genre	No
3.	Integrated four-skills achievement	Final grade records and students' portfolios	Partial
4.	Contextualised language use	Task for evaluating practical communication	No

The triangulated data showed a large gap between academic performance and communication skills. The results of the questionnaire show that students may pass the course, but only 53.33% think that they have developed balanced skills and cultural awareness. The Head of Department agreed with this view, stating that even when students achieve good results, they still do not fully understand the material. Additionally, the students thought that the resources they are currently using are too general and do not align with the academic and cultural identity their programme requires.

The interview findings indicated that students' progress in the four language skills is inconsistent due to insufficient contextualised practice and a lack of integrated learning tools. Consequently, the students frequently encountered difficulties using English in authentic or culturally relevant contexts and showed low confidence when required to integrate all four skills. The data presented in Table 10 make this gap clearer. Regarding learning outcomes, while lecturers (100%) and the Head of Department (71.43%) believe that the programme is aligned to produce culturally competent graduates, only 53.33% of the students feel they have achieved this competence. This shows a significant gap between what people think and what they in fact do.

Regarding the mastery of skills, both lecturers (60%) and students (65%) reported a moderate level of mastery. However, the Head of Department's lower rating (40%) suggests that the four language skills are not being integrated systematically at the programme level. The most important part of the learning materials was the 'material impact' section, where both the Head of Department (0%) and the lecturers (0%) reported no relevant, contextualised instructional materials, and only 30% of the students considered the materials somewhat

relevant. This clearly shows that the current materials are mostly generic and do not support culturally responsive and genre-based learning.

Table 10: Product component triangulation

Aspect	Policy Expectation	Lecturers	Students	Head of Department	Primary Finding
Learning outcomes	Culturally competent graduates	100%	53.33%	71.43%	Achievement gap
Skills mastery	Integrated four-skills proficiency	60%	65%	40%	Lack of skill integration
Material impact	Relevant and contextualised	0%	30%	0%	Generic output

4.1.6 Cultural Needs Analysis

The development of English materials at IAHN-TP Palangka Raya requires the integration of cultural elements. This cultural requirement analysis was guided by Koentjaraningrat's (2005) framework, which categorises culture into three interrelated dimensions: ideas, social practices, and material artefacts. This framework enables English materials to function not only as a tool for developing linguistic competence but also as a medium for expressing students' religious identity and local wisdom, particularly the Hindu philosophy of *Tri Hita Karana* and the Dayak Ngaju concept of *Batang Haring*.

Interviews with Dayak Hindu Kaharingan practitioners revealed a strong agreement that key elements of Dayak Ngaju and Hindu Kaharingan culture should be incorporated into English materials. Among these, *Batang Haring* (the Tree of Life) emerged as the central cultural theme because it represents philosophical, moral, and spiritual values aligned with the *Tri Hita Karana*. Incorporating these cultural components is considered important for strengthening students' cultural identity, enhancing the relevance of learning, and supporting both language development and cultural awareness.

4.1.7 Cultural Values (Values System)

Batang Haring, or the Tree of Life, is the most important cultural value that can be incorporated into the English teaching materials at IAHN-TP Palangka Raya for the practitioners. They said *Batang Haring* reflects the Dayak Ngaju worldview that emphasises the harmony and balance of God, humans, and nature. This idea is very much related to a Hindu philosophical concept called *Tri Hita Karana*, which also emphasises harmonious relationships in life.

The practitioners emphasised that the depth of *Batang Haring's* philosophy provides a solid conceptual foundation for the contextualisation of English learning. The symbol has relational, ethical and spiritual values that are highly significant in the daily lives of the Dayak people. As one practitioner put it:

"Batang Haring may be a bridge between Hindu values and local knowledge. If students learn English through this theme, they learn the

language and at the same time internalise the meaning of life reflected in their culture.” (Practitioner 1).

Other practitioners also mentioned that *Batang Haring* embodies important values such as gratitude, respect, and balance. Values are considered particularly important for the younger generation subject to rapid cultural change and globalisation. Therefore, integrating *Batang Haring* into ELT is not only a pedagogical strategy but also a means of transmitting cultural philosophy and preserving cultural identity. These values can serve as thematic foundations for various genres such as narrative, descriptive, report, recount, procedure, exposition, and explanation texts.

4.1.8 Cultural Practices (Social System)

The results of the interviews suggest that English learning materials should integrate Dayak Ngaju and Hindu Kaharingan social practices, particularly life-cycle rituals related to birth, marriage, and death. These practices reflect important social values such as unity, responsibility, mutual respect, devotion, and community cohesion and function as a moral system that guides social interactions within the community.

According to the lecturers, integrating these practices into English instruction creates contexts that are both meaningful and familiar, thereby increasing students’ engagement in language learning. The GBA also enables effective exploration of these cultural contexts through a variety of genre types such as narrative, descriptive, report, recount, procedure, exposition, and explanation texts:

“Integrating local cultural values and practices helps learners connect more easily with the topics. It helps them become more proficient in both language and culture” (Lecturer 1).

Specialists also said that activities like rituals, communal gatherings, prayers and traditional practices are included to help students see how culture influences behaviour, worldview and communication patterns. This incorporation enriches the resources for English learning and advances the institutional goal of producing culturally aware graduates that respect indigenous cultural frameworks.

4.1.9 Cultural Artefacts (Material System)

The third theme focused on the integration of artefacts; tangible objects with historical, spiritual and artistic values. These include Sapundu (wooden poles used in rituals), Sandung (secondary burial house), Balai Basarah (worship hall) and Balai Antang and Huma Betang (traditional long house). Informants consistently identified *Batang Haring* as the most important cultural artefact among these.

These artefacts are significant cultural texts, embodying community identity, artistic expression and belief systems. The practitioners suggested that they could be used as contextual and visually attractive resources for learning English. For example, descriptive texts could describe the physical features of the objects,

report texts could describe their functions and cultural roles, explanation texts could describe the cultural philosophy behind them, procedure texts could describe how certain ritual objects or foods are prepared, exposition texts could describe the importance of cultural preservation, and recount texts could recount cultural events or personal experiences related to these artefacts.

4.2 A Framework for Integrating Local Wisdom into Genre-Based Materials

This section presents the framework of the genre-based digital English resources integrated with Dayak's cultural wisdom and Hindu values through the stages of GBA and interactive multimedia features.

4.2.1 Mapping Local Wisdom into Instructional Text Genres

This study mapped the three cultural dimensions of Koentjaraningrat (2005), ideas, social practice and material artefacts, into specific functional text genres to operationalise these concepts. The conceptual alignment presented in Table 2 constitutes the pedagogical blueprint for the e-book to be developed, guaranteeing that language acquisition and students' cultural literacy develop simultaneously. The instructional framework is blended with the wisdom of Dayak Ngaju and Hindu Kaharingan, as shown in Table 11.

Table 11: The mapping of local wisdom dimensions into functional text genres

Cultural Dimension	Local Culture Theme	Corresponding Text Genre	Integrated Language Skills	Tri Hita Karana Values
Cultural Ideas (Philosophical Values)	<i>Batang Haring</i> as Local Wisdom: The Myth of <i>Batang Haring</i> , the Story of <i>Dohong</i> and <i>Tingang</i> , <i>Batang Haring</i> as the Symbol of Harmony	Narrative, descriptive, exposition	Listening Reading Speaking Writing	<i>Parahyangan</i> <i>Pawongan</i> <i>Palemahan</i>
Cultural Practice (Rituals and Traditions)	Rituals in Hindu Kaharingan: <i>Manyaki Ehet</i> , <i>Nahunan</i> , <i>Mamapas Lewu</i> , <i>Tiwah</i> , <i>Basarah</i>	Report, Recount, Explanation	Listening Reading Speaking Writing	<i>Parahyangan</i> <i>Pawongan</i> <i>Palemahan</i>
Cultural Artefacts (Material Objects)	Sacred Symbols and Objects: <i>Balai Antang</i> , <i>Sapundu</i> , <i>Sanding</i> . <i>Huma Betang</i> : foods for ritual offerings; things prepared for the <i>Basarah</i> ritual	Descriptive, Exposition, Procedure	Listening Reading Speaking Writing	<i>Palemahan</i>

Table 11 demonstrates that the mapping guarantees that students engage with culture not as a static subject (thematic) but as a dynamic context in which they use English to describe, narrate, and reflect on their social reality. The social practice features are associated with narrative and procedural texts to assist students in explaining the stages and significance of traditional ceremonies such as *Manyaki Ehet*, *Nahunan*, *Mamapas Lewu*, *Tiwah*, and *Basarah*.

The model is built as a layered, interconnected framework, with each layer having a specific teaching purpose. The basic selection of content is based on cultural dimensions (ideas, social practices and material artefacts). These dimensions are then translated into local wisdom themes which are contextualised learning content that are meaningful and relevant to the students' sociocultural background. At the level of instruction these themes are implemented through appropriate text genres which serve as tools for the organization of language input and for the direction of the teaching/learning process.

The genre-based structure integrates systematically the four language skills (listening, speaking, reading and writing) as the core learning outcomes, enabling balanced and comprehensive language development. The entire instructional design is guided by the philosophical framework of *Tri Hita Karana*. This guarantees that language learning is not only linguistically orientated but also culturally grounded and value laden. This integrated structure presents how local knowledge is pedagogically transformed into meaningful genre-based English teaching.

4.2.2 Digital Scaffolding Structure Through the Teaching and Learning Cycle

The e-book development involves a modified teaching and learning cycle (TLC) based on GBA. This TLC is systematically built upon by a digital scaffolding framework. In this context, each instructional stage is pedagogically sequenced and supported by technology mediated scaffolding that gradually helps learners from guided understanding to independent language production.

Overall, the data collected suggested that the incorporation of digital media is essential for culturally responsive ELT materials. This is supported by the results of the questionnaire that 109 (90.83%) of the 120 students prefer learning materials in multimedia formats such as videos, images, audio recordings and interactive exercises. Furthermore, 97 students (80.84%) stated that digital learning activities allow them to understand English texts better than traditional printed materials.

This scaffold integrates Quick Response (QR) code-based multimedia, interactive tasks, and contextual resources and links students' basic knowledge to more advanced linguistic and cultural skills. The six stages below outline a systematic approach to digital scaffolding that decreases help as students improve.

1. Let's Get Started! (Introduction).

This first step, called Building Knowledge of the Field (BKoF), is the first in a series of steps that build scaffolding. It provides students with basic support by having them use what they already know in addition to learning new words. Short videos, QR-linked visual prompts, or glossaries that help students connect local wisdom themes with what they already know are examples of digital scaffolding.

2. Look, Listen, and Read! (Text Exploration)

At this point, scaffolding is reinforced by using multiple modes of input. Students can read model texts, listen to audio recordings, watch videos and do interactive quizzes through QR codes. This digital support helps them

understand with more than one sense and allows learners to see real language use and cultural contexts.

3. **Let's Break It Down! (Text Analysis)**
This stage is similar to the Modelling of Text (MoT) stage where scaffolding is more overt and analytical. Annotated texts, highlighted structures and guided exercises are among the digital resources that help students identify general structures and language features. The scaffolding here assists students to decode texts in a planned way.
4. **Let's Create Together! (Joint Construction)**
In this phase of working together (Joint Construction of Text), scaffolding is provided through interactions with peers and teachers via online tools such as shared documents and guided templates. These tools are scaffolding that allows students to co-construct texts while also receiving structured help.
5. **Show Your Creativity! (Independent Construction)**
In this phase, scaffolding is removed slowly, helping the students gain more independence. Students write their own texts, showing how well they know the language and understand local knowledge. Digital prompts or optional supports are still present but no longer needed. This is the transition from guided to independent performance.
6. **Let's Reflect! (Values Internalisation)**
The last step adds scaffolding to the emotional and reflective areas. Students learn the moral and philosophical values of *Tri Hita Karana* through guided reflection prompts delivered via QR-based interactive forms or discussion platforms. This phase is about ensuring that learning is not only about facts and figures but about changing the student and reinforcing his/her cultural identity.

5. Discussion

The present study emphasises a considerable gap between institutional policies and the practice of English language teaching at IAHN-TP Palangka Raya. The CIPP study points out that the current English materials are standard and culturally unresponsive. This finding reveals that ELT programs lack theoretically grounded and culturally relevant resources to leverage students' existing cultural knowledge, which consequently limits students' academic engagement and identity validation.

In fact, there is no English-language data to support CRT, a teaching approach that takes into account the cultural backgrounds, experiences, and identities of students to establish learning spaces that are inclusive and equitable for all (Liu et al., 2025; Ma et al., 2024; Nguyen & Huynh, 2023). Recent research highlights that culturally responsive pedagogies create more inclusive language learning environments by taking into account learners' cultural backgrounds and experiences, which greatly enhances students' motivation and engagement in learning (Liu et al., 2025; Matiso, 2024; Rhodes & Lohr, 2021).

Moreover, the university has enough digital infrastructure and competent teachers, but the lack of culturally relevant model texts makes successful teaching very difficult. Conventional lecture-based methods predominantly characterise

the teaching process. The evaluation revealed that the GBA is implemented only partially, missing critical educational phases such as joint construction and scaffolded modelling. As a result, students feel inadequately prepared and lack the confidence to communicate in English in authentic or culturally significant contexts. Previous research also indicates that integrating local cultural elements into English learning materials can improve students' motivation and engagement, as learners are more familiar with the cultural contexts presented in instructional texts (Boonsuk et al., 2026; Syafii et al., 2022; Tazhitova et al., 2022). Furthermore, the use of local cultural elements in English-as-a-foreign-language learning materials can help reduce students' anxiety (Tarno, 2025; Tazhitova et al., 2025).

The process evaluation revealed that the instructional method is highly traditional, with the GBA implemented only partially. Genre is fundamentally a goal-directed social communication process (Dandi & Muzzi, 2005; Gajewska & Podhorodecka, 2016). The lack of comprehensive scaffolding in the classroom, including modelling and cooperative building, denies students the linguistic framework necessary to express their cultural realities effectively. The literature contends that including a GBA provides a systematic framework that is essential for transcending superficial thematic cultural inclusion and transforming culturally recognisable texts into effective tools for scaffolded language acquisition (Ahn, 2012; Caplan & Farling, 2017; Jarunthawatchai et al., 2025; Lo et al., 2018).

In this study, the theory of cultural aspects (Koentjaraningrat, 2005) was used to integrate local wisdom into instructional materials systematically. The researcher could then use this theoretical framework to address the specific pedagogical deficiencies that had been identified by the initial evaluation. The proposed framework consists of three levels of classification for local wisdom; namely, cultural ideas, social practices and material artefacts. The ideas dimension includes basic theories like *Batang Haring*, while the social practices dimension includes the elaborate rites of the Hindu Kaharingan. Ultimately, the material artefacts are physical objects such as *Sapundu*, *Balai Antang*, *Huma Betang*, *Cucur* and *Sangku*. This is a concrete stimulus for the student learning.

The main contribution of this study is the creation of an integrative pedagogical framework that systematically tackles these deficiencies. This study, unlike the previous studies that examined cultural integration or genre pedagogy in isolation, proposes a multi-layered framework that integrates three crucial dimensions: 1) cultural content based on Koentjaraningrat's (2005) cultural dimensions, 2) pedagogical structuring via the GBA, and 3) technology-enhanced digital scaffolding through the TLC. This integrated framework represents an innovative contribution, moving local wisdom from supplemental content to a fundamental organising principle of instruction.

In particular, the framework is unique in three ways. First, it provides a systematic mapping model that links cultural dimensions (ideas, practices, artefacts) to certain text genres and language skills. This ensures that cultural content is useful

not only for themes but also for teaching. Second, the framework situates this mapping within a genre-based instructional cycle, allowing students to move from modelling to independent construction in a structured way. This addresses the lack of scaffolding in the classroom. Third, the framework includes a digital scaffolding system that uses QR code-based multimedia and interactive tasks. This turns abstract teaching ideas into real-life, easy-to-use teaching methods.

Additionally, the presence of a quiz or game within the Wordwall application to support English skills enables students to engage in engaging learning activities (Alfiah et al., 2024). Integrating culturally responsive pedagogy with technology-enhanced learning environments has also been shown to improve students' engagement and learning outcomes by contextualising teaching materials within learners' cultural backgrounds (Nisa et al., 2025). The *Tri Hita Karana* philosophy is explicitly reinforced by concluding each cycle with a value-internalisation reflection, ensuring that the developed English materials are both linguistically and culturally grounded.

The findings of this study are consistent with those of Kumara et al. (2025), who found that integrating local culture into ELT materials can make learning more contextual and increase student engagement. Similarly, research by Murtini et al. (2025) found that integrating digital technology into learning makes learning more interactive and creates a student-centred learning experience. Furthermore, their study also emphasised the importance of using multimedia and electronic quizzes that provide immediate feedback to improve students' English skills.

6. Conclusion

The research found that there was a significant difference between the institutional vision of IAHN-TP Palangka Raya with the realisation of teaching English. The curriculum should contain local wisdom and the philosophy of *Tri Hita Karana*. However, the English materials are generic and irrelevant to students' sociocultural backgrounds. The CIPP review indicates that although the infrastructure and teacher proficiency are sufficient, the lack of culturally responsive resources and inconsistent implementation (GBA) prevents students from expressing their cultural identity in English.

The cultural dimensions of ideas, social practices and artefacts (Koentjaraningrat, 2005) can be integrated to teach the GBA framework holistically. The proposed materials are shifted from the linguistic exercises into the meaningful cultural representations, linking the Dayak Ngaju and Hindu Kaharingan values to some textual genres (e.g., descriptions of *Sapundu*, or the story of the ritual of *Mamapas Lewu*). Furthermore, the production of an e-book with digital scaffolding and a value-internalisation phase (Let's Reflect!) ensures that the learning of English language contributes to linguistic competence and cultural awareness.

The results of this study have theoretical, pedagogical, and practical implications for the implementation of culturally responsive English language learning, especially in higher education. The theoretical implications of this study are that it enriches theory on integrating the CIPP Evaluation Model with

Koentjaraningrat's (2005) cultural dimensions and CRT, which is then packaged in a GBA. From a pedagogical perspective, the integration of these theories can guide the implementation of learning. Thus, the implementation of learning will be richer and more authentic, reflecting students' local identities. In practice, researchers and English teachers can adopt this theory to inform the development of culturally responsive English learning materials.

In terms of research limitations, this study has two limitations. First, the study was conducted at only one Hindu higher education institution, so the results cannot be generalised to other institutions with different characteristics. Second, the selection of research subjects was conducted using purposive sampling, which also limits the generalisability of the results. Therefore, the findings in this study only represent the conditions and situations at the research site.

In line with these limitations, further research to develop and implement teaching materials according to the need's framework generated by this evaluative study is proposed. In addition, further research to test the effectiveness of the developed English language materials in improving students' English proficiency, cultural awareness, learning engagement, and higher-order thinking skills in higher education is recommended.

Conflict of Interest

There is no conflict of interest.

7. Acknowledgements

The authors wish to acknowledge the use of Grammarly in the writing of this paper. This tool was used to improve the paper's language and grammar. The paper remains an accurate representation of the authors' work and intellectual contributions.

8. References

- Agustina, N. Q., & Mukhtaruddin, F. (2019). The CIPP model-based evaluation on integrated English learning (IEL) program at language center. *English Language Teaching Educational Journal*, 2(1), 22–31. <https://doi.org/10.12928/eltej.v2i1.1043>
- Ahn, H. (2012). Teaching writing skills based on a genre approach to L2 primary school students: Action research. *English Language Teaching*, 5(2), 2–16. <https://doi.org/10.5539/elt.v5n2p2>
- Alfiah, R., Santosa, M. H., & Kusuma, P. I. (2024). Exploring students' engagement in learning English vocabulary through Wordwall media for secondary level. *Jurnal Pendidikan Indonesia*, 5(7), 357–363. <https://doi.org/10.59141/japendi.v5i7.3107>
- Asi, N., Luardini, M. A., & Simbolon, M. (2022). Designing locally relevant instructional material for Indonesian EFL classroom. *Journal of Linguistics and Education Research*, 5(01), 14–19. <https://doi.org/10.30564/jler.v5i1.4731>
- Aswani, A., Simatupang, N. N., Yusuf, M., & Adha, T. K. R. (2023). Genre-based approach implementation in teaching listening: A case study in senior high school in Indonesia. *Theory and Practice in Language Studies*, 13(5), 1197–1203. <https://doi.org/10.17507/tpls.1305.13>
- Boonsuk, Y., Samae, R., Ka-J, W., Wasoh, F.-E., & Assalihee, M. (2026). When marginalized secondary students see themselves in their ELT textbooks: Cultural engagement,

- learning motivation, identity formation, and intercultural awareness in culturally responsive classrooms amid an ongoing insurgency in Southern Thailand. *International Journal of Applied Linguistics*. <https://doi.org/10.1111/ijal.70074>
- Caminero, A. M. B. (2025). Challenges in teaching English language skills to indigenous learners: A narrative investigation. *EPRA International Journal of Environmental Economics, Commerce and Educational Management*, 12(5), 272–279. <https://doi.org/10.36713/epra21852>
- Caplan, N. A., & Farling, M. (2017). A dozen heads are better than one: Collaborative writing in genre-based pedagogy. *TESOL Journal*, 8(3), 564–581. <https://doi.org/10.1002/tesj.287>
- Christie, F., & Martin, J. R. (2000). *Genre and institutions: Social process in the workplace and school*. Continuum.
- Creswell, J. W. (2014). *Research design, qualitative, quantitative, and mixed methods approach* (4th ed.). Sage Publications.
- Dandi, R., & Muzzi, C. (2005). Structuring of genre repertoire in a virtual research team. In *Communities and technologies 2005: Proceedings of the Second Communities and Technologies Conference, Milano 2005* (pp. 263–282). Springer Netherlands. https://doi.org/10.1007/1-4020-3591-8_14
- Daniarti, Y., Taufiq, R., & Sunaryo, B. (2020). The implementation of teaching reading through genre-based approach for university students. *Journal of Physics: Conference Series*, 1477(4), 042064. <https://doi.org/10.1088/1742-6596/1477/4/042064>
- Darma, V. P., Maesaroh, S., & Citra, A. R. (2025). Integrating local culture into the English language teaching and learning process. *Jurnal Pengabdian Masyarakat Dan Riset Pendidikan*, 4(2), 11009–11014. <https://doi.org/10.31004/jerkin.v4i2.3536>
- Deepa, M. M., Golda, T. L., Meeran, J. A., Sivalanka, M. V. P., & Priya, S. (2023). The role of English language proficiency in career advancement: A review of empirical studies. *Journal of Harbin Engineering University*, 44(8), 1293–1300.
- Dewi, K. S., Padmadewi, N. N., Artini, L. P., Adnyani, N. L. P. S., Santosa, M. H., & Lee, Y. S. (2025). Inclusive education for students with autism spectrum disorder in an Indonesian bilingual elementary school: A program evaluation study using CIPP model. *International Journal of Learning, Teaching and Educational Research*, 24(4), 199–220. <https://doi.org/10.26803/ijlter.24.4.10>
- Emilia, E. (2011). *Pendekatan genre-based dalam pengajaran bahasa Inggris: Petunjuk untuk guru*. Rizqi Press.
- Fitria, D., Asrizal, A., & Lufri, L. (2025). Enhancing 21st-century skills through blended problem-based learning with ethnoscience integration: A mixed-methods study in Indonesian junior high schools. *International Journal of Learning, Teaching and Educational Research*, 24(1), 464–480. <https://doi.org/10.26803/ijlter.24.1.23>
- Gajewska, E., & Podhorodecka, J. (2016). Why are there so few collections of business and official email templates? On the changing principles and tools in teaching business correspondence. In A. Turula, & M. Chojnacka (Eds.), *CALL for bridges between school and academia* (Vol. 1, pp. 49–71). Peter Lang. <https://doi.org/10.3726/978-3-653-05647-1/12>
- Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.
- Gillispie, M. (2021). Culturally responsive language and literacy instruction with native American children. *Topics in Language Disorders*, 41(2), 185–198. <https://doi.org/10.1097/TLD.0000000000000249>
- Hair, O. J., Page, M., Brunsveld, N., Merkle, A., & Cleton, N. (2019). *Essentials of business research methods*. Routledge.

- Hossain, K. I. (2024). Reviewing the role of culture in English language learning: Challenges and opportunities for educators. *Social Sciences & Humanities Open*, 9, 100781. <https://doi.org/https://doi.org/10.1016/j.ssaho.2023.100781>
- Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing*, 16(3), 148–164. <https://doi.org/10.1016/j.jslw.2007.07.005>
- Hylton, R. (2025). The need to advance equity in education through culturally responsive teaching practices in literacy. In J. Tussey, & L. Haas (Eds.), *Supporting cultural differences through literacy education* (pp. 139–160). IGI Global. <https://doi.org/10.4018/979-8-3693-9271-3.ch006>
- Irawan, A. G., Padmadewi, N., & Artini, L. P. (2018). Instructional materials development through 4D model. In *SHS Web of Conferences (GC-TALE 2017)*, (Vol. 42). EDP Sciences. <https://doi.org/10.1051/shsconf/20184200086>
- Jarunthawatchai, O. C., Jarunthawatchai, W., & Gilbert, L. (2025). Connecting reading and writing in foreign language instruction: A process-genre approach. *LEARN Journal: Language Education and Acquisition Research Network*, 18(2), 493–518. <https://doi.org/10.70730/SOGP3675>
- Khan, K., & Khan, W. (2019). Perceptions of students and teachers about students' proficiency in English language at higher secondary level in Khyber Pakhtunkhwa, Pakistan. *International Journal of English Linguistics*, 10(1), 15–25. <https://doi.org/10.5539/ijel.v10n1p15>
- Kizi, M. K. Z., & Abdujabbarovna, K. Z. (2025). Teaching listening strategies through genre-based approaches. *European International Journal of Pedagogics*, 70–76. <https://doi.org/10.55640/eijp-05-01-15>
- Koentjaraningrat. (2005). *Kebudayaan, mentalitas dan pembangunan*. Gramedia Pustaka Utama.
- Kumara, D. G. A. G., Sutajaya, I. M., & Suja, I. W. (2025). Integrasi nilai *Tri Hita Karana* dalam pembelajaran reading dalam pembentukan karakter siswa. *Jurnal Santiaji Pendidikan (JSP)*, 15(1), 79–89. <https://doi.org/10.36733/jsp.v15i1.10685>
- Kuswandi, K. (2025). Culturally responsive teaching modules to improve reading comprehension of narrative text for elementary school students. *Pedagogia: Jurnal Pendidikan*, 14(2), 132–160. <https://doi.org/10.21070/pedagogia.v14i2.1899>
- Liu, W., Jamaludin, K. A., & Hamzah, M. I. (2025). Systematic review of culturally responsive teaching and implications for technical communication education. *Multidisciplinary Reviews*, 8(4). <https://doi.org/10.31893/multirev.2025117>
- Lo, Y. Y., Lin, A. M. Y., & Cheung, T. C. L. (2018). Supporting English-as-a-foreign-language (EFL) learners' science literacy development in CLIL: A genre-based approach. In K-S Tang, & K. Danielsson (Eds.), *Global developments in literacy research for science education* (pp. 79–95). Springer. https://doi.org/10.1007/978-3-319-69197-8_6
- Ma, X., Lin, S. E., Gu, M., Sun, J., & Ma, J. (2024). The meaning, value, and realisation of internet-based culturally responsive teaching. *Applied Mathematics and Nonlinear Sciences*, 9(1). <https://doi.org/10.2478/amns.2023.2.00167>
- Maknun, L. (2019). The impact of scientific and genre-based approach in English reading comprehension. *Journal of English Language and Education*, 5(1), 32–43. <https://doi.org/http://dx.doi.org/10.26486/jele.v5i1.834>
- Manuhutu, N., Faridi, A., Syafri, F., & Sakhiyya, Z. (2023). Integrating Maluku local wisdom as English teaching material to build students' character in globalization era. In *Proceedings of the International Conference on Science, Education and Technology* (Vol. 9, pp. 551–559). <https://proceedings.unnes.ac.id/ISSET/article/view/2474>
- Matiso, N. H. (2024). Optimising culturally responsive pedagogies in multicultural English second language classrooms. *International Journal of Learning, Teaching and Educational Research*, 23(11), 384–401. <https://doi.org/10.26803/ijlter.23.11.20>

- Mi Min, K., Mamedova, S., & Vannoy, M. R. (2025). Educator characteristics in enhancing young English learners' literacy achievement through culturally responsive teaching: A research synthesis. *Journal of Early Childhood Teacher Education*, 1–24. <https://doi.org/10.1080/10901027.2025.2577091>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage Publications.
- Murtini, N. M. W., Sutajaya, I. M., & Suja, I. W. (2025). Students' perceptions of the integration of *Tri Hita Karana* values in descriptive writing. *Jurnal Santiaji Pendidikan (JSP)*, 15(1), 1–8. <https://doi.org/10.36733/jsp.v15i1.10545>
- Namazandost, E., Gilakjani, A. P., & Hidayatullah. (2020). Enhancing pre-intermediate EFL learners' reading comprehension through the use of Jigsaw technique. *Cogent Arts and Humanities*, 7(1). <https://doi.org/10.1080/23311983.2020.1738833>
- Namazandost, E., Shafiee, S., & Ahmadi, B. (2019). The implementation of teaching genre in L2 listening classroom: Iranian pre-intermediate EFL learners in focus. *English Review: Journal of English Education*, 7(2), 177–184. <https://doi.org/10.25134/erjee.v7i2.2618>
- Nambiar, R. M. K., Ibrahim, N., Hashim, R. S., Yasin, R. M., Azman, H., Yusof, N. M., Ramli, R., & Mustaffa, R. (2020). Impact of local culture-based reading materials on students' skill development and confidence in English. *Universal Journal of Education Research*, 8(2), 445–453. <https://doi.org/10.13189/ujer.2020.080215>
- Nguyen, C. D., & Huynh, T.-N. (2023). Teacher agency in culturally responsive teaching: Learning to teach ethnic minority students in the Central Highlands of Vietnam. *Educational Review*, 75(4), 719–743. <https://doi.org/10.1080/00131911.2021.1974346>
- Ningsih, D., Pahrudin, A., Koderi, K., & Ahmad, F. (2026). Mapping of local wisdom-based education management studies in the last decade: A bibliometric analysis. *International Journal of Learning, Teaching and Educational Research*, 25(1), 310–331. <https://doi.org/10.26803/ijlter.25.1.16>
- Nisa, K., Syafitri, E., & Simanungkalit, A. (2025). Integrating culturally responsive teaching and TPACK frameworks in the design and validation of Indonesian language learning tools for multicultural schools. *International Journal of Learning, Teaching and Educational Research*, 24(12), 268–294. <https://doi.org/10.26803/ijlter.24.12.12>
- Padmadewi, N. N., Sukadana, I. M. S. A. S., Artini, L. P., & Ana, K. T. A. (2025). Inclusive education practices with Balinese local values of “*menyama braya*” in a primary bilingual school in North Bali. *Jurnal Kajian Bali (Journal of Bali Studies)*, 15(01), 258–284. <https://doi.org/10.24843/JKB.2025.v15.i01.p10%20>
- Pevec-Zimmer, S., Juang, L. P., & Schachner, M. K. (2024). Promoting awareness and self-efficacy for culturally responsive teaching of pre-service teachers through the identity project – a mixed methods study. *Identity*, 24(4), 288–306. <https://doi.org/10.1080/15283488.2024.2344086>
- Purnami, I. A. O., Nitiasih, P. K., Artini, L. P., & Budasi, I. G. (2024). Content and language integrated learning-based English learning material in Hindu universities. *Pegem Journal of Education and Instruction*, 14(4), 359–367. <https://doi.org/10.47750/pegegog.14.04.33>
- Putra, H., Hartono, R., & Mujiyanto, J. (2025). Evaluating genre-based approach on speaking performance across different anxiety levels in Indonesian EFL students. *English Review: Journal of English Education*, 13(2), 633–652. <https://doi.org/10.25134/erjee.v13i2.11844>
- Ratminingsih, N. M., Budasi, I. G., & Kurnia, W. D. A. (2020). Local culture-based storybook and its effect on reading competence. *International Journal of Instruction*, 13(2), 253–268. <https://doi.org/10.29333/iji.2020.13218a>

- Ratri, D. P., Widiati, U., Astutik, I., & Jonathan, P. M. (2024). A systematic review on the integration of local culture into English language teaching in Southeast Asia: Current practices and impacts on learners' attitude and engagement. *Pegem Journal of Education and Instruction*, 14(2), 37–44.
<https://doi.org/10.47750/pegegog.14.02.05>
- Rhodes, C. M., & Lohr, K. D. (2021). Culturally inclusive teaching of adult English language learners. In Information Resources Management Association (Ed.), *Research anthology on culturally responsive teaching and learning* (pp. 717–734). IGI Global. <https://doi.org/10.4018/978-1-7998-9026-3.ch039>
- Richards, J. C. (2015). *Key issues in language teaching*. Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
- Riley, T., Meston, T., Cutler, C., Low-Choy, S., McCormack, B. A., Kim, E-J. A., Nakar, S., & Vasco, D. (2024). Weaving stories of strength: Ethically integrating indigenous content in teacher education and professional development programmes. *Teaching and Teacher Education*, 142(February), 104513.
<https://doi.org/10.1016/j.tate.2024.104513>
- Rossi, M. (2017). Factors affecting academic performance of university evening students. *Journal of Education and Human Development*, 6(1), 96–102.
<https://doi.org/10.15640/jehd.v6n1a10>
- Safitri, W. D., Halim, A., & Ibrahim. (2025). The impact of culturally responsive materials on student motivation and language learning outcomes. *Curricula: Journal of Curriculum Development*, 4(2), 1107–1122.
<https://doi.org/10.17509/curricula.v4i2.86915>
- Shah, B. S., Memon, S., & Pathan, H. (2021). Investigating the relationship between English language proficiency and academic performance of engineering students in Mehran. *Pakistan Journal of Humanities and Social Sciences*, 9(3), 515–525.
<https://doi.org/10.52131/pjhss.2021.0903.0156>
- Sonza, S. J. A., & Protacio, A. V. (2025). Voices of the language teachers in teaching indigenous students in the IPed-implementing schools. *International Journal of English Literature and Social Sciences*, 10(2), 320–329.
<https://doi.org/10.22161/ijels>
- Stufflebeam, D. L., & Zhang, G. (2017). *The CIPP evaluation model: How to evaluate for improvement and accountability*. Guilford Publications.
- Sugiyono. (2015). *Metode penelitian kuantitatif, kualitatif, dan R&D* (2nd ed.). Alfabeta.
- Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.
- Syafii, M. L., Buntoro, G. A., Sugianto, A., Nurohman, N., & Sutanto, S. (2022). A conceptual model of culture-based English learning materials in Indonesia. *International Journal of Learning, Teaching and Educational Research*, 21(10), 50–63.
<https://doi.org/10.26803/ijlter.21.10.3>
- Tarno, A. (2025). Decolonizing the teaching of foreign languages in multicultural communities: A case study of the teaching of English in Togo (West Africa). *Language and Semiotic Studies*, 11(2), 269–285. <https://doi.org/10.1515/lass-2024-0047>
- Tazhitova, G., Kurmanayeva, D., Kalkeeva, K., Sagimbayeva, J., & Kassymbekova, N. (2022). Local materials as a means of improving motivation to EFL learning in Kazakhstan universities. *Education Sciences*, 12(9), 604.
<https://doi.org/10.3390/educsci12090604>
- Tazhitova, G., Kurmanayeva, D., Zhalelova, G., Kassymbekova, N., Shegenova, Z., & Kadirsizova, S. (2025). Impact of local culture-based materials on the EFL communication skills of university students in Kazakhstan. *International Journal of*

- Society, Culture and Language*, 13(1), 121–131.
<https://doi.org/10.22034/ijscsl.2024.2043500.3750>
- Teshome, S. W. (2025). An overview of autonomy in higher education: A systematic review of the meaning, dimensions, challenges, and future directions of autonomy. *Journal of Research in Education and Management*, 3(2), 209–223.
<https://doi.org/10.58578/edumalsys.v3i2.6270>
- Zeng, Y., Isleem, H. F., Tejani, G. G., Jahami, A., & Alnowibet, K. A. (2025). Examining the impact of culturally responsive teaching and identity affirmation on student outcomes: A mixed-methods study in diverse educational settings. *International Journal of Educational Development*, 117, 103376.
<https://doi.org/10.1016/j.ijedudev.2025.103376>
- Zhang, G., Zeller, N., Griffith, R., Metcalf, D., Williams, J., Shea, C., & Misulis, K. (2011). Using the context, input, process, and product evaluation model (CIPP) as a comprehensive framework to guide the planning, implementation, and assessment of service-learning programs. *Journal of Higher Education Outreach and Engagement*, 15(4), 57–84.
- Zhao, P., Hassan, A., Burhanuddin, N. A. N., & Shi, L. (2025). Factors affecting the English language competency among minority nationality junior high school students: A qualitative inquiry. *International Journal of Learning, Teaching and Educational Research*, 24(3), 586–609. <https://doi.org/https://doi.org/10.26803/ijlter.24.3.28>