

Enhancing Students' Understanding of Local Culture through an English Curriculum: The Case of Ngada

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ABSTRAK

Masalah keterbatasan kurikulum bahasa Inggris yang memperkenalkan budaya lokal mempengaruhi pemahaman siswa terhadap kekayaan budaya daerah. Penelitian ini bertujuan untuk menghasilkan dan menganalisis kualitas produk pengembangan kurikulum, yaitu silabus dan desain pembelajaran bahasa Inggris berbasis budaya lokal Ngada. Penelitian ini menggunakan model Research and Development (R&D) dengan model ADDIE, yang mencakup lima tahapan: analisis, desain, pengembangan, implementasi, dan evaluasi. Subjek penelitian terdiri dari guru bahasa Inggris sebagai ahli isi, guru SMA dan SMP sebagai ahli materi, lima orang guru SD sebagai pengguna produk, serta dua orang tokoh adat sebagai ahli budaya lokal. Pengumpulan data dilakukan melalui uji ahli, uji coba pengguna produk, dan wawancara dengan tokoh adat. Hasil analisis menunjukkan bahwa kurikulum bahasa Inggris berbasis budaya lokal Ngada sangat layak digunakan. Uji ahli isi memperoleh skor 67,5 dengan rata-rata 4,45, yang masuk dalam kategori "sangat baik." Uji coba pengguna produk oleh lima guru SD menunjukkan skor 29,2 dengan rata-rata 4,12, yang juga masuk dalam kategori sangat baik. Wawancara dengan tokoh adat mengidentifikasi unsur budaya lokal yang dapat dimasukkan dalam kurikulum, yaitu batu megalit, aksesoris, bangunan, tarian daerah, dan bahasa. Berdasarkan hasil uji coba, dapat disimpulkan bahwa silabus dan desain pembelajaran bahasa Inggris berbasis budaya lokal Ngada layak untuk diterapkan di sekolah dasar.

ABSTRACT

The issue of the limited English curriculum that introduces local culture affects students' understanding of regional cultural wealth. This study aims to develop and analyze the quality of curriculum development products, namely the syllabus and English lesson design based on Ngada local culture. This study employs the Research and Development (R&D) method with the ADDIE model, which includes five stages: analysis, design, development, implementation, and evaluation. The research subjects consisted of an English teacher as content expert, high school and junior high school teachers as material experts, five elementary school teachers as product users, and two local cultural figures as local culture experts. Data were collected through expert testing, product user trials, and interviews with local cultural figures. The analysis results show that the English curriculum based on Ngada local culture is highly feasible to use. The content expert test obtained a score of 67.5 with an average of 4.45, which falls under the "very good" category. The product user trial conducted by five elementary school teachers showed a score of 29.2 with an average of 4.12, also in the very good category. Interviews with local cultural figures identified local cultural elements that could be incorporated into the curriculum, including megalithic stones, accessories, buildings, traditional dances, and language. Based on the trial results, it can be concluded that the syllabus and English lesson design based on Ngada local culture are feasible for implementation in elementary schools..

1. INTRODUCTION

Culture is a fundamental element of human life, shaping identity and guiding social interactions. Culture provides a shared background that influences human existence (Da'as & Zibenberg, 2021;

Romrome & Ena, 2022). Culture manifests anthropologically through language, traditions, customs, and moral values, forming a distinctive way of life (Lin et al., 2018; Parmiti et al., 2021). Similarly, culture encompasses attitudes, values, norms, and systems such as religion, language, and arts, which are passed down across generations (Awe & Moma, 2021; Bachrach, 2014). In education, understanding and integrating culture into the learning process is crucial for fostering meaningful engagement and outcomes. Previous research expanded on this by linking local wisdom, values and traditions unique to a community with cultural identity (Veronika & Andriani, 2021). Another studies demonstrate that incorporating local wisdom into teaching improves character development, competency, and engagement, particularly in English language education (Kusuma et al., 2023; Ranti, 2022; Susiati et al., 2020). Additionally, the dual benefits of such materials in language and cultural preservation (Ota & Wali, 2022).

Language, as a key component of cultural identity, plays a significant role in communication and competency development. The Ministry of Education and Culture defined language as a tool for expressing and understanding thoughts and emotions, underscoring its intertwining with culture (Andreani & Ying, 2019; Martin-Anatias, 2018). English as a global language helps learners interpret diverse cultural values and identities, fostering competencies on both national and international levels (Crystal, 2003; Janusheva & Neshkovska, 2018). In Indonesia, English is taught as a compulsory subject from junior high school to college, with an increasing introduction at the primary level to establish foundational knowledge. The importance of teachers creating a positive and engaging environment to motivate students in English learning. Incorporating local culture into the English curriculum enhances students' comprehension and fosters a deeper connection to the material, aligning language acquisition with cultural understanding (Ratminingsih et al., 2020; Romrome & Ena, 2022).

A major challenge in English language education is the disparity between the learning process and outcomes, often stemming from curriculum models that fail to address students' needs (Abdulbaki et al., 2018; Khokhotva & Elexpuru, 2020). In primary schools, English is typically offered as local content rather than as a core subject integrated into the 2013 curriculum, leading to limited exposure and preparation for advanced levels. Preliminary investigations in Jerebuu sub-district revealed that English instruction is only available for grades 3 and 6, resulting in reduced vocabulary, overlooked terminology, and anxiety at higher levels. Early learners benefit from integrating local vocabulary, which aids communication. However, the lack of adequate resources, facilities, and qualified teachers further impedes effective learning, with teachers often relying on their aptitudes rather than a structured, culturally sensitive curriculum (Alakrash et al., 2021; Kamilah et al., 2019). These issues highlight the urgent need for a well-prepared, localized English curriculum and sufficient teacher training to bridge the gap between instructional practices and desired outcomes.

The integration of local cultural values into English learning offers a strategic approach to instilling cultural knowledge and fostering national identity in students, aligning with the broader goal of cultivating a cultured generation through education (Darmayenti et al., 2021; Yamin, 2017). This approach is reflected in efforts to develop a local culture-based English curriculum for primary schools, which seeks to enhance English education by embedding elements of local culture into learning materials. By incorporating local wisdom and cultural patterns, such curricula not only improve students' English proficiency but also deepen their understanding of their own cultural identity, making education more relevant and meaningful in the context of globalization (Aprianto et al., 2023). This dual focus on language acquisition and cultural representation promotes diversity and inclusion, creating an educational environment that values cultural heritage while preparing students for global engagement.

Despite its potential, the implementation of a local culture-based English curriculum remains limited, with English often taught as a localized subject without explicit integration of cultural elements. Standardized curricula frequently fail to address the diverse cultural contexts of students, resulting in challenges for both learners and educators. Research underscores the benefits of embedding local culture into English learning materials, as it fosters a stronger connection between students and the content, enhances motivation, and improves language proficiency (Nambiar et al., 2020). Furthermore, this approach strengthens ties between schools and local communities, encouraging parental and community involvement in education. Addressing the scarcity of qualified English teachers and the challenges in current teaching practices, such curricula provide educators with effective tools to inspire and engage students, emphasizing the pressing need for culturally relevant and context-sensitive curriculum development.

The novelty of this research lies in its development of a local culture-based English curriculum tailored specifically for primary schools, integrating cultural elements unique to the community into English language instruction. Unlike conventional curricula that often overlook the sociocultural context of learners, this approach emphasizes the inclusion of local wisdom to bridge cultural understanding and language acquisition. By incorporating localized content, this curriculum aims to enhance students'

cultural identity and English proficiency simultaneously, fostering a more inclusive and meaningful learning experience. Furthermore, the study addresses the challenges of resource limitations and the lack of qualified English teachers by providing culturally relevant instructional materials and strategies. This innovative integration of local culture with English language education represents a significant step forward in aligning language teaching practices with the diverse cultural landscapes of primary school students, ultimately contributing to both academic achievement and the preservation of cultural heritage.

This study aims to develop and evaluate the quality of curriculum products, specifically the syllabus and instructional design for English language learning, based on the local culture of Ngada. By integrating elements of Ngada's cultural heritage into the curriculum, the research seeks to create a contextualized and culturally relevant framework that enhances the effectiveness of English instruction in primary schools. The ultimate goal is to ensure that the developed curriculum not only supports students' linguistic competence but also fosters a deeper understanding and appreciation of their cultural identity, thus bridging the gap between global language demands and local cultural preservation. The evaluation process will focus on the feasibility, relevance, and impact of the curriculum design on student engagement and learning outcomes.

2. METHOD

This project employs development research, a type of research aimed primarily at creating and validating specific products. Development research, particularly in the field of education, has gained significant traction in recent years. The objective of development research is to design and refine learning resources, media, strategies, and assessment instruments to support educational processes (Kurniawan & Nugraha, 2017). The research methodology for this project is based on the ADDIE model, which includes five stages: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2010). The analysis stage involves identifying areas requiring development, while the design stage focuses on creating the initial product blueprint. The development stage encompasses producing and testing the product, implementation refers to deploying the product in real-world settings, and evaluation ensures that each phase and the final product meet predefined criteria.

The development process for the Ngada local culture-based English curriculum for primary schools followed the ADDIE framework. During the Analysis stage, researchers examined the need for such a curriculum and its feasibility. This phase included three key components: needs analysis to understand the current state of English learning in schools, curriculum analysis to align the new curriculum with existing standards, and student characteristic analysis to assess learners' proficiency in English. In the Design stage, the English syllabus and learning designs for grades I–VI, incorporating local cultural elements, were crafted based on insights from the analysis phase. The Development stage realized these designs, with the syllabus and learning materials undergoing validation by teachers and expert lecturers. The Implementation stage involved piloting the curriculum with five primary school teachers in the Jerebuu sub-district and two English teachers serving as content experts. Finally, the Evaluation stage focused on refining the curriculum based on feedback gathered from expert assessments and teacher evaluations to ensure its appropriateness and applicability for broader use.

Data collection relied on questionnaires, including validation sheets completed by material/content experts and product users. Expert reviews provided descriptive data on the quality of the curriculum, while feedback from product trials was analyzed quantitatively. Scores obtained from questionnaires were converted into a five-point scale to quantify the results, ensuring a comprehensive evaluation of the curriculum's effectiveness and suitability. The guidelines of a product qualification scale of five presented in Table 1.

Table 1. Product Quality Classification Standards for Development

Qualification Criteria	Range	Category
$P \geq Mi + 1.5 SDi$	$P \geq 4.0$	Very good
$Mi + 0.5 SDi \leq P < Mi + 1.5 SDi$	$3.3 \leq P < 4.0$	Good
$Mi - 0.5 SDi \leq P < Mi + 0.5 SDi$	$2.7 \leq P < 3.3$	Good enough
$Mi - 1.5 SDi \leq P < Mi - 0.5 SDi$	$2.0 \leq P < 2.7$	Less good
$P < Mi - 1.5 SDi$	$P < 2.0$	Very less good

3. RESULT AND DISCUSSION

Result

The products presented in this development research are Ngada local culture-based English syllabus and learning design for grade I to grade VI elementary school. The development of this English curriculum product employs the ADDIE model of curriculum development. In the analysis phase, the researcher conducts a curriculum analysis, a needs analysis, and an analysis of student characteristics. The results of interviews conducted with the head of the Ngada district education and culture office and the head of the education and culture office branch of Jerebuu district, Ngada regency, indicated that the local culture-based English curriculum had not yet been developed in Ngada regency.

The researchers conducted an interview with the head of Education and Culture of Ngada Regency to find out about the English learning process in Ngada Regency. The results of interviews conducted by researchers indicated that schools in Ngada Regency have not yet implemented English subjects based on Ngada local culture. This is due to the lack of local content in English and the absence of a government policy that specifically regulates the integration of local content into the curriculum. Thus, in the absence of regulatory guidance on local content and the responsibility for its implementation become the discretion of the educational institution which may organize it in a manner that aligns with its own objectives and resources. Whereas, in the context of classroom application and the materials utilized are related to daily communication or English that pertain to the local culture. Consequently, the indicators are self-determined.

Furthermore, the researcher conducted an interview with the Head of the Education and Culture Office branch of Jerebuu District. A number of educational institutions in the Jerebuu subdistrict have implemented English language lessons, although these have not yet been contextualized within the local cultural. Two such institutions are the SDN Jerebuu and the SDN Tude. The English subject is distinct from other subjects and is taught by the English teacher in a direct manner. Moreover, the application of English subjects is carried out in a week of 2 hours of learning, while certain classes are not taught, for example, in grades 1 and 4. The guide used in schools as a reference for teacher grip in the learning process is an English subject book that is provided by the government.

The results showed that the curriculum analysis yielded the following findings: the first material or subject matter in the government-provided syllabus was deemed excessive, necessitating its removal or reduction. Additionally, the second curriculum provided by the government was found to be lacking in its incorporation of local cultural considerations. Therefore, researchers are endeavoring to develop a curriculum that is based on the local culture, with a particular focus on the English language curriculum for grades I to VI. Meanwhile, during the process of analyzing the characteristics of students, the researcher observed that a significant proportion of students had not received the requisite material or had not followed the English subject with sufficient dedication. Nevertheless, the majority of students expressed a desire to learn English and exhibited a positive attitude towards the subject. In light of these observations, the researcher developed this syllabus. Conversely, in the educational institutions, the majority of students continue to be instructed in Indonesian, with the significant proportion also employing regional languages. Consequently, the researcher advocates for a greater focus on the use of Indonesian and English, given that English is the Global Lingua Franca.

At the design stage, the findings of the analysis can be utilized as a foundation for designing the Ngada local culture-based English curriculum. The English curriculum developed is based on the Ngada local culture that is designed for the grades I–VI of primary school students. The activities undertaken during the design stage include drafting the syllabus. At this process, the syllabus was developed using the Microsoft Word 2007 program as a reference with the sample syllabus provided by the government serving as source of inspiration. The syllabus was crafted with a focus on integrating local culture into the English curriculum and a strategy that aligns with the government's vision for the Ngada region. The syllabus was developed with consideration of the learners' place of residence in order to ensure that the learning experience is as accessible as possible, with the objective of providing a learning environment that is as convenient as possible for the learners. This syllabus was developed for students in grades I–VI of primary school. While the design of the curriculum was based on the existing curriculum and the focus of lesson plan development was still on students in grades I–III of elementary school.

The development of a Ngada local culture-based English curriculum is an effort to prepare an English curriculum based - Ngada local culture that is more focused on the results of a syllabus product. The syllabus that will be produced later is the Ngada local culture-based English syllabus for grades I–VI of elementary school. The syllabus and learning design that will be displayed or used in the teaching-learning process is first planned and designed according to the level of understanding of the student and the teacher background knowledge and science. In addition, it is adjusted to the characteristics of whether

it is appropriate and suitable for Ngada local culture. The English syllabus based Ngada local culture designed by the researchers are shown in Figure 1 and Figure 2.



Figure 1. Initial Display of English Syllabus

No	Standar kompetensi	Kompetensi Dasar	Materi Pokok Pembelajaran	Gagasan Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
3	1. Mendengarkan Memahami instruksi dan ungkapan yang sederhana yang melibatkan kata-kata yang dipaparkan dalam konteks kehidupan sehari-hari	1.1. Menanggapi instruksi yang sederhana dengan tindakan yang melibatkan kata-kata tentang: <ul style="list-style-type: none"> Keluarga Warna Pakaian Sayuran Daerah 	Family: Mother, father, brother, sister, son, daughter.	<ul style="list-style-type: none"> Mengamati gambar anggota keluarga yang diperlihatkan guru Mendengarkan ucapan guru tentang gambar anggota keluarga Merespon instruksi yang diberikan guru dengan tindakan tentang kata yang dipelajari 	<ul style="list-style-type: none"> Menentukan kata yang dipelajari Merespon tindakan dengan tindakan tentang kata yang dipelajari 	<ul style="list-style-type: none"> Tes lisan Contoh: Choose the picture of father (show the picture of father to your friend) 	2x30 menit	Gambar • Benda-benda yang nyata dan ada di sekitar
		1.2. Menanggapi dengan lisan dan tindakan makna ungkapan	<ul style="list-style-type: none"> Colour (all colour) red, white, black, yellow, green, blue 	<ul style="list-style-type: none"> Mengamati gambar warna yang diperlihatkan guru Mendengarkan ucapan guru tentang warna-warna Merespon instruksi yang diberikan guru dengan tindakan tentang kata yang dipelajari 	<ul style="list-style-type: none"> Menentukan kata warna yang dipelajari Merespon tindakan dengan tindakan tentang kata yang dipelajari 	<ul style="list-style-type: none"> Tes lisan Contoh: Matching the picture of colour 	2x30 menit	Gambar
		1.3. Menanggapi dengan lisan dan tindakan makna ungkapan yang sederhana (what is...? What color is...? What is...?)	<ul style="list-style-type: none"> Pakaian adat wanita dan laki-laki 	<ul style="list-style-type: none"> Mengamati gambar Mendengarkan ucapan guru tentang pakaian yang dipelajari Merespon instruksi yang diberikan guru dengan tindakan tentang kata yang dipelajari 	<ul style="list-style-type: none"> Menentukan kata pakaian yang dipelajari Merespon tindakan dengan tindakan 	<ul style="list-style-type: none"> Tes lisan Contoh: Point to the picture 	2x30 menit	Gambar

Figure 2. Content (Syllabus 1st Grade)

While English learning model based Ngada local culture designed by the researchers are shown in the Figure 3 and Figure 4.



Figure 3. Initial Display of Learning Design

The image shows a detailed lesson plan for English in 1st grade. It includes sections for 'TUJUAN PEMBELAJARAN' (Learning Objectives), 'MATERI PEMBELAJARAN' (Learning Materials), and 'KEGIATAN PEMBELAJARAN' (Learning Activities). The activities are divided into 'KOMPETENSI DASAR' (Basic Competencies) and 'INDIKATOR' (Indicators).

Figure 4. Content (Learning Design 1st Grade)

The English curriculum developed by the researchers was an excellent type of Ngada local culture-based English curriculum and received positive reviews from experts and potential users of the product. This can be observed in the results of trials conducted by content and material experts, as illustrated in the Table 2.

Table 2. Questionnaire Test Results of Content and Material Experts (Content Feasibility)

No	Statement	V1	V2	V3	V4
1	Suitability of curriculum content with core competencies and basic competencies.	5	5	5	5
2	The curriculum presented is authentic.	5	4	5	5
3	The curriculum presented is appropriate to the teacher's level of understanding.	5	5	4	
4	Appropriateness of curriculum content with local cultural elements and learning objectives in the syllabus.	5	4	5	4
5	The suitability of the content to the characteristics of students in elementary school.	5	4	5	5

No	Statement	V1	V2	V3	V4
6	The suitability of the level of depth of the material with the curriculum in elementary school.	5	4	5	5
7	The organization of the curriculum in terms of the order of presentation.	4	5	5	4
8	The organization of the curriculum is viewed through the systematic presentation of material.	4	5	5	4
9	Appropriateness of formal language choices and structures with <i>Ejaan Yang Disempurnakan</i> (EYD).	5	4	4	4
10	Effectiveness of sentence usage.	4	4	5	5
11	Correct use of grammar (composition of subject, predicate, object, and adverb).	4	4	4	5
12	Correct use of spelling (punctuation, affixes).	4	5	4	4
13	Suitability of curriculum content with the development of information and communication technology (ICT)	4	5	4	4
14	Ease of exploring curriculum content	4	4	4	4
15	Organization of subject syllabus designed to support local culture-based learning.	5	5	4	4
Total		68	67	68	66
Average		4.5	4.4	4.5	4.3
Criteria		Very Good	Very Good	Very Good	Very Good

Furthermore, the product was tested for users, namely eleven elementary school teachers, with the results as shown in [Table 3](#).

Table 3. Questionnaire of Product User Test Results (Feasibility of Use)

No	Statement	V1	V2	V3	V4	V5	V6	V7	V8	V9	V10	V11
1	Conformity between competency standards and basic competencies with content standards and indicators	5	5	3	5	4	5	4	4	5	4	4
2	The accuracy of the learning syllabus is aligned with and supports the achievement of basic competencies and is in accordance with the developmental level of students.	5	5	5	4	4	5	4	5	5	4	4
3	The suitability of the subject matter for learning with	4	4	3	4	3	5	4	4	4	4	4

No	Statement	V1	V2	V3	V4	V5	V6	V7	V8	V9	V10	V11
	elements of the learners' local culture.											
4	The formulation of indicators contains a description of behavior to measure the achievement of basic competencies, and the level of verbs is lower or equal to the basic competencies.	4	5	5	4	4	5	5	5	4	4	4
5	Assessment is carried out in accordance with the indicators made.	4	4	5	4	4	4	4	4	4	4	4
6	The time allocation is in accordance with the scope of competence.	4	5	3	4	4	5	4	4	4	4	5
7	The learning resources are made to support the achievement of basic competencies and are varied.	4	5	3	4	4	5	4	4	4	4	4
	Total	30	33	27	29	27	30	29	30	30	28	29
	Average	4.2	4.7	3.8	4.1	3.8	4.2	4.1	4.2	4.2	4.0	4.1
	Criteria	Very Good	Very Good	Good	Very Good	Good	Very Good	Very Good	Very Good	Very Good	Good	Very Good

After completing the assessment and revision of the products developed by each expert and product user, there are several improvements that need to be considered based on the products developed, as follows: material/content experts; the use of capital letters; the addition of words and punctuation; as well as incorporating four aspects of English language skills, namely: listening, speaking, writing, and reading, into the curriculum. Researchers generate the suitable products for product users; the use of spaces, the use of capitalization at the beginning of sentences, and the use of names of people or places; the subject matter must use English as a whole; the addition of subject matter in accordance with the local cultural context; and indicators must be adjusted to the competency standards and basic competencies.

Discussion

The syllabus and English learning design developed by the researcher align with the definition of a syllabus as outlined by experts. Syllabus is a learning plan for a specific subject group, encompassing competency standards, basic competencies, core materials, learning activities, competency achievement indicators, assessment methods, time allocation, and learning resources (Namaziandost et al., 2020; Sujidin et al., 2019). According to this definition, the English syllabus can serve as a guide for teachers to enhance students' interest in learning, particularly because it is developed with a foundation in local culture. Similarly, lesson plan as a subject-specific learning plan for each unit that teachers implement in the classroom during the teaching and learning process (Mauliate et al., 2019; Ratnawati, 2017). A well-

prepared lesson plan provides teachers with an organized and structured approach, ensuring that both the process and outcomes are more likely to achieve optimal results. Additionally, lesson plans must include learning objectives, teaching materials, instructional methods, learning resources, and assessments of learning outcomes. Based on these conceptual understandings, English lesson plans should serve as a guide for teachers in conducting classroom activities, tailored to students' learning interests and local cultural perspectives.

The English syllabus developed in this study consists of several key components: Title Page, Competency Standards, Basic Competencies, Core Subjects and Learning Activities, Competency Achievement Indicators, Assessments, Time Allocation, and Learning Resources. These are further divided by class and semester. The English learning design, meanwhile, includes: Title Page, School Identity, Competency Standards, Basic Competencies and Indicators, Learning Objectives, Teaching Materials, Instructional Methods and Approaches, Media and Learning Resources, Expected Student Characteristics, Learning Steps, and Assessment. The developed English curriculum was subjected to expert validation and evaluated using questionnaires prepared by the researchers. Based on the trial results and the feedback obtained, revisions and improvements were made to enhance the curriculum. These findings are consistent with the research, which revealed that teachers had developed an English curriculum aligned with guidelines provided by BSNP (Alakrash et al., 2021; Kristiawan et al., 2022). The teaching materials were sourced from students' local environments and structured with diverse learning activities. In conclusion, the results of this study align with prior research (Kusuma et al., 2023; Sari & Yuliana, 2022; Setyawan et al., 2023; Veronika & Andriani, 2021), indicating that the English curriculum based on Ngada local culture has successfully passed feasibility testing and can be deemed appropriate for use by teachers in primary schools in the Ngada district.

The findings of this study contribute significantly to the field of educational science, particularly in the development of culturally responsive curricula. By integrating local cultural elements into the English syllabus and learning design, this research advances the understanding of how contextually relevant educational frameworks can enhance student engagement and learning outcomes. The study underscores the importance of aligning instructional materials with students' sociocultural backgrounds, providing a foundation for further exploration of culturally adaptive teaching practices. Additionally, the research validates the feasibility of the developed curriculum through expert assessment, offering a reliable model that can be adapted for use in similar educational contexts, particularly in multicultural and multilingual regions.

The implications of this study suggest the necessity for policymakers and curriculum developers to prioritize the inclusion of local cultural values in educational frameworks. Such integration not only fosters students' cultural identity but also bridges the gap between formal education and community-based knowledge. Based on these findings, it is recommended that future research explore the scalability of this model in diverse educational settings and investigate its long-term impact on students' cognitive and affective domains. Teachers are also encouraged to receive targeted training to effectively implement culturally enriched curricula, ensuring that these innovations translate into tangible improvements in classroom practice and student achievement.

4. CONCLUSION

This study concludes that integrating local cultural elements into the English curriculum represents a transformative approach to educational design, enhancing both the relevance and effectiveness of learning. The developed syllabus and lesson plans align with established theoretical frameworks, emphasizing competency-based learning enriched by local cultural contexts. Expert validation confirms the curriculum's feasibility and adaptability, demonstrating its potential to foster students' learning interest, cultural literacy, and academic engagement. Conceptually, this research highlights the pivotal role of culturally responsive education in bridging global educational standards with localized teaching practices, offering a replicable model for diverse cultural settings.

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