Embedding the Cultural Values of the Lamin Traditional House in English Reading Materials: Evidence from a Systematic Literature Review

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Abstract: Integrating local culture into English language teaching can contextualize reading instruction and strengthen learners' cultural awareness. However, the pedagogical potential of the Dayak Lamin traditional house in English reading materials remains insufficiently synthesized. This study conducted a systematic literature review guided by PRISMA 2020 to examine research on local wisdom-based English reading materials, identify relevant educational values and pedagogical principles, and map research gaps for Lamin-based materials. Searches were conducted in Scopus, ERIC, Google Scholar, and Garuda. After screening and eligibility assessment, 17 studies were included and analyzed through narrative thematic synthesis. The findings indicate that culture-based materials are associated with reading comprehension, learner motivation, cultural awareness, and intercultural competence. Yet, the included literature mainly addresses broader local wisdom, folklore, and general teaching materials; empirical evaluation of English reading materials specifically based on the Lamin house remains scarce. The review proposes a conceptual direction for developing culturally responsive Lamin-based reading materials and recommends material development, expert validation, and classroom evaluation.

Abstrak: Integrasi budaya lokal dalam pengajaran bahasa Inggris menjadikan pembelajaran membaca lebih kontekstual dan memperkuat kesadaran budaya. Namun, nilai budaya rumah adat Lamin Dayak belum banyak dikaji sebagai dasar bahan bacaan bahasa Inggris. Penelitian ini memetakan kajian tentang bahan ajar membaca berbasis kearifan lokal, mengidentifikasi nilai edukatif dan prinsip pedagogis yang relevan, serta merumuskan kesenjangan penelitian mengenai bahan bacaan berbasis Lamin. Tinjauan sistematis ini mengikuti pedoman PRISMA 2020. Penelusuran dilakukan melalui Scopus, ERIC, Google Scholar, dan Garuda. Sebanyak 17 studi yang memenuhi kriteria dianalisis menggunakan sintesis tematik naratif. Hasil menunjukkan bahwa bahan ajar berbasis budaya berkaitan dengan pemahaman membaca, motivasi belajar, kesadaran budaya, dan kompetensi antarbudaya yang lebih baik. Namun, penelitian yang ditinjau lebih banyak membahas kearifan lokal secara umum dan cerita rakyat; evaluasi empiris bahan bacaan bahasa Inggris berbasis rumah adat Lamin masih terbatas. Studi ini menawarkan arah konseptual untuk mengembangkan bahan bacaan responsif budaya dan merekomendasikan pengembangan bahan, validasi ahli, serta uji kelas pada penelitian lanjutan.

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A. Introduction

Local culture-based education has gained strong traction in Indonesia, driven by a global reading literacy crisis. UNESCO (2026) estimates that 739 million young people and adults worldwide lack basic literacy skills, while PISA 2022 results highlight persistent challenges in reading achievement, with Indonesia scoring 359 points and only a limited proportion of students reaching basic proficiency (Organisation for Economic Co-operation and Development [OECD], 2023). International benchmarks such as PIRLS 2021 further illustrate disparities in reading achievement, with high-performing countries such as Singapore substantially outperforming many other participating countries (Mullis et al., 2023). Compounding this issue, Indonesia ranks 80th out of 123 countries in the 2025 EF English Proficiency Index, placing it in the low-proficiency band and underscoring the need for contextualized reading instruction (EF Education First, 2025).

Evidence from mathematics education also illustrates the pedagogical value of integrating local cultural contexts into learning activities. Rahman et al (2024) reported that a culturally grounded problem-based learning model significantly improved primary school students' mathematical problem-solving skills and self-efficacy. Although this evidence comes from mathematics education rather than English reading instruction, it supports the broader pedagogical rationale for connecting learning materials with learners' familiar cultural experiences. This perspective provides a useful foundation for exploring how the cultural values embodied in the Lamin traditional house can inform the development of contextualized English reading materials.

Taken together, the literacy challenges and evidence supporting culturally grounded learning underscore the need for innovative pedagogical approaches. UNESCO (2024) emphasizes that culture and the arts, including cultural heritage, can enrich education and develop a broad range of cognitive, social, and emotional capacities in learners. These perspectives reinforce the importance of embedding meaningful local cultural contexts into instructional materials to make learning more relevant and responsive to learners' backgrounds.

In this context, although Indonesia's Merdeka Curriculum gives educators the flexibility to integrate local wisdom into language and literacy instruction, field implementation is hindered by limited teacher readiness and a lack of context-specific teaching materials (Effendi et al., 2025; Fitriani & Gunawan, 2024; Halisa et al., 2025). East Kalimantan's iconic Dayak Lamin traditional house offers significant potential to bridge this gap. As a communal house that reflects the social organization, values, and artistic traditions of the Kenyah people, the Lamin house embodies spiritual and cultural values and an integration of local wisdom with the natural environment that may be highly relevant for character education and literacy (Fitriani & Gunawan, 2024; Yusup, 2024).

At the classroom level, evidence from East Kalimantan points to a disconnect between students' cultural environment and the materials they use. Fitriani & Gunawan (2024) note that commonly used teaching materials often fail to address students' unique cultural contexts, and that lecturers report limited understanding of the Lamin house and limited

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access to reliable resources for integrating it into the English curriculum. This local reality mirrors the broader national concern about reading achievement reflected in PISA 2022 (OECD, 2023), highlighting a critical gap between instructional practice and the need for contextualized reading instruction.

The condition of existing teaching materials further compounds this literacy challenge. A needs analysis involving 348 students and 36 lecturers in East Kalimantan found strong support for integrating local cultural texts, especially folktales and descriptive passages, to increase motivation and improve reading comprehension in English as a Foreign Language (EFL) contexts (Royanti & Fitriani, 2025). Similarly, a development study in Samarinda responded to the need for teaching materials that are more relevant to learners' environments by developing KALISA, a local wisdom flipbook for teaching descriptive text in Grade V (Halisa et al., 2025).

Evidence from East Kalimantan also suggests that limited access to reliable cultural resources and inadequate familiarity with local cultural content constrain the integration of the Lamin house into English instruction (Fitriani & Gunawan, 2024). In addition, a meta-analysis by Setiawan et al (2025) found that critical reading instruction integrated with local cultural elements produced statistically significant effects, including when analyzed by education level, country, and publication type. Furthermore, studies from broader contexts indicate that a culturally responsive teaching approach can bridge the gap between students' cultural experiences and academic demands (Gay, 2018).

This study relies on four foundational theories to support its framework. First, Schema Theory highlights that reading relies on interacting with prior knowledge; culturally familiar content like the Lamin traditional house activates existing schemata to boost comprehension and retention, whereas foreign content can hinder processing despite basic linguistic capability (Carrell & Eisterhold, 1983). Second, Culturally Responsive Teaching (CRT) asserts that effective instruction grounds learning in students' cultural backgrounds, positioning the philosophical values and artifacts of the Dayak community as authentic, contextually relevant language learning tools (Gay, 2018).

Third, Constructivism views learning as an active process where students build meaning using prior experience and social context. Grounded in the Zone of Proximal Development (ZPD), Lamin house materials serve as a sociocultural scaffold for English comprehension (Vygotsky, 1978). Fourth, Contextual Teaching and Learning (CTL) makes learning meaningful by connecting academic content to real-world experiences (Berns & Erickson, 2001). Ultimately, Schema Theory and Constructivism explain reading's cognitive mechanics, while Culturally Responsive Teaching and CTL provide the framework for designing contextualized materials.

This systematic review uniquely maps empirical studies on integrating the cultural and philosophical values of the Lamin traditional house, such as harmony with nature, communal solidarity, and ecological wisdom, into English reading materials. Unlike broader studies on generic local wisdom, it focuses specifically on this East Kalimantan artifact as pedagogical content. Additionally, it synthesizes a framework integrating Schema Theory,

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Culturally Responsive Teaching, Constructivism, and Contextual Teaching and Learning, while mapping methodological trends and research gaps to propose a context-specific future research agenda.

However, studies that systematically map and synthesize various studies on the needs and challenges of developing culturally based reading materials at the Lamin house level are still very rare. Existing research remains confined to a single regional context, with limited geographic and cultural scope (Fitriani & Gunawan, 2024).

This systematic literature review is guided by three interrelated research questions. First, it examines the current state of research on local wisdom-based English reading materials for EFL learners. Second, it identifies the educational values and pedagogical principles emerging from previous studies on local wisdom-based learning that can inform the integration of the cultural values of the Lamin traditional house into English reading materials. Finally, it explores the research gaps and future directions for incorporating these cultural values into English reading materials, particularly in developing culturally responsive and contextually relevant learning resources for EFL learners.

B. Method

This study employed a Systematic Literature Review (SLR) guided by the PRISMA 2020 guidelines (Page et al., 2021) to systematically identify, evaluate, and synthesize evidence concerning the development of local culture-based English reading materials, with particular attention to the cultural values of the Lamin traditional house in East Kalimantan. Although the review was not prospectively registered in a registry such as PROSPERO because of its non-clinical educational scope, a predefined review protocol was established to promote transparency, methodological rigor, and reproducibility. The review was designed to examine existing research trends, methodological approaches, educational values, pedagogical themes, and research gaps related to local wisdom-based English reading materials, particularly the potential integration of Lamin cultural heritage into English language teaching.

The literature search was conducted between 1 March and 30 April 2025, covering publications from January 2020 to April 2025 to capture relatively recent developments in the field. Four electronic databases—Scopus, ERIC, Google Scholar, and Garuda—were searched to identify relevant studies addressing local wisdom, cultural integration, and English reading materials. The search strategy was adapted to the characteristics of each database to identify potentially eligible publications. Across the four sources, the initial search yielded 746 records before duplicate removal. The distribution of retrieved records across the databases is presented in Table 1.

Table 1. Records Retrieved from Each Database

Database	Records Retrieved
Scopus	64
ERIC	58

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Database	Records Retrieved
Google Scholar	578
Garuda	46
Total	**746**

Database-specific searches used Boolean operators, phrase searching, truncation, and wildcards where supported. Keywords covered teaching materials, reading, literacy, local culture, local wisdom, indigenous knowledge, and education. English equivalents were used in Scopus and ERIC, adapted to each database. The search targeted studies on reading materials, cultural integration, and local wisdom-based education in Indonesia, particularly Kalimantan. Eligibility criteria included peer-reviewed journal articles published in 2020–2025, available in full text in Indonesian or English, and relevant to reading-material development, local culture, or local wisdom-based education. Conference proceedings, theses, dissertations, books, inaccessible articles, and studies lacking substantive relevance to teaching materials, literacy, or local culture were excluded. A standardized extraction form organized study data for comparison and synthesis, as summarized in Table 2.

Table 2. Data Extraction Framework

Data Extracted	Description
Author	Author(s) of the study
Publication year	Year of publication
Country	Country where the study was conducted
Research method	Qualitative, quantitative, mixed methods, SLR, etc.
Sample	Participants or research objects
Research focus	Main topic investigated
Key findings	Principal findings of the study
Contribution	Relevance to the development of local culture-based reading materials

To enhance the credibility of the review, minimize selection bias, and ensure consistency, the stages of study selection, data extraction, and quality appraisal were conducted using predefined eligibility criteria and standardized forms. Any uncertainties encountered during these processes were addressed through repeated verification of the studies and careful cross-checking against the established inclusion and exclusion criteria to ensure that the selected articles were relevant to the objectives of the review.

The article selection process followed three main stages based on the PRISMA framework: identification, screening, and inclusion. During the identification stage, records retrieved from the selected databases were compiled for further processing. The screening stage involved assessing the records against the predefined eligibility criteria, while the inclusion stage determined the articles eligible for the final review. The overall article selection process, including the progression of records through these three stages, is illustrated in Figure 1.

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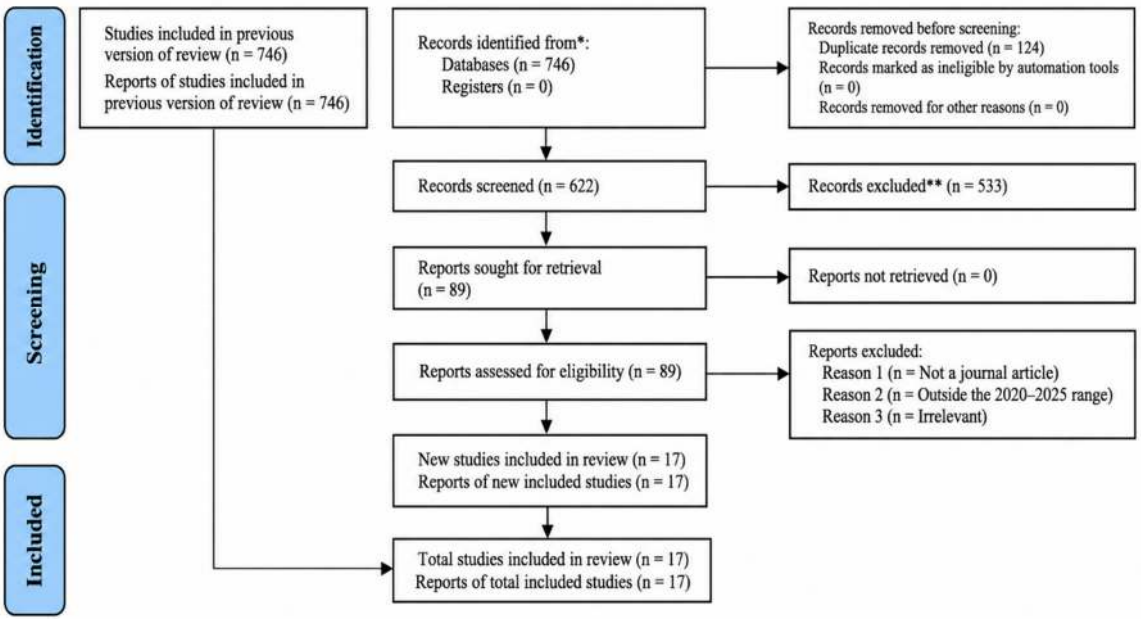


Figure 1. PRISMA Flow Diagram

Narrative synthesis was employed to identify patterns, themes, and relationships among the findings of the included studies, particularly given their methodological diversity. The analysis was conducted in three stages. First, initial coding was performed by identifying and recording the key findings of each article. Second, the resulting codes were grouped into broader themes to identify recurring concepts and areas of convergence across the studies. Third, cross-study synthesis was conducted to examine similarities, differences, contradictions, and gaps in the existing literature. Through these systematic stages, the findings were integrated to produce a theoretical synthesis relevant to the development of local culture-based English reading materials in East Kalimantan.

C. Result

A total of 17 studies published between 2021 and 2026 met the inclusion criteria and were included in the final synthesis. All studies were conducted in Indonesia, reflecting growing scholarly interest in integrating local wisdom into educational contexts. Most studies employed Systematic Literature Review (n = 10), followed by qualitative research (n = 2), mixed methods (n = 1), literature review (n = 1), theoretical review (n = 1), review of development studies (n = 1), and Research and Development (R&D) (n = 1). The thematic synthesis generated three major themes corresponding to the research questions.

Current State of Research on Local Wisdom-Based English Reading Materials

This theme analyzes the landscape of research on local wisdom-based English language teaching (ELT) reading materials. Findings show a growing emphasis on incorporating diverse cultural resources, such as traditional architecture, folklore, digital media, and character education, which consistently yield positive gains in reading

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comprehension, motivation, cultural awareness, and intercultural competence. Methodologically, systematic reviews predominate, indicating that the field currently prioritizes synthesizing existing evidence over conducting classroom-based empirical interventions. Moreover, while local wisdom is increasingly utilized, materials remain heavily concentrated on folklore and legends, leaving traditional architecture largely underexplored.

Educational Values and Pedagogical Principles Supporting the Integration of the Lamin Traditional House

The second theme synthesizes the educational values from local wisdom literature that can inform Lamin-based English reading materials. Across studies, incorporating local culture consistently fostered contextual learning, improving reading comprehension, motivation, cultural identity, intercultural competence, and engagement. However, only one study explicitly examined the Lamin Dayak Kenyah traditional house for English instruction; this needs analysis found that students and lecturers were interested in learning English through topics such as the history of local architecture, traditional house design, and the symbolism of carvings (Fitriani & Gunawan, 2024). Despite this scarcity of direct Lamin research, broader literature shows these same pedagogical principles succeed with folklore, children's literature, and digital cultural tools. Thus, core values of local wisdom, such as cultural preservation, authenticity, and contextual learning, provide a strong foundation for integrating Lamin architecture into English reading content.

Research Gaps and Future Directions for Lamin-Based English Reading Materials

The third theme addresses methodological trends, research gaps, and future pedagogical implications. Methodologically, systematic literature reviews predominate while empirical intervention studies remain scarce, with many relying on unvalidated evaluation instruments. Crucially, three key gaps emerged: an extreme scarcity of research using traditional architecture as reading material, a complete lack of empirical studies evaluating Lamin-based English materials, and an absence of Lamin-focused literature in major databases like Scopus and ERIC (with existing studies restricted to national journals and Google Scholar). Consequently, future research must move toward developing Lamin-grounded reading materials using validated instructional frameworks and evaluating their real-world impact through classroom-based EFL interventions.

Several reviewed studies also highlighted the growing use of digital platforms, including e-books and web-based learning environments, offering opportunities to integrate local wisdom into multimodal English reading materials. The characteristics and key findings of the reviewed studies are summarized in Table 3.

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Table 3. Summary of Reviewed Studies

No.	Author(s)	Year	Title	Method	Sample	Country	Main Findings
1	Fitriani & Gunawan	2024	Cultural Synergy: Integrating Lamin Dayak Kenyah in English Language Learning – A Need Analysis Study	Mixed Methods (Needs Analysis)	271 university students and 33 English lecturers	Indonesia	Students and lecturers showed strong interest in learning English through Lamin Dayak Kenyah topics such as the history of local architecture, traditional house design, and the symbolism of carvings, with project-based activities and video-based resources among the preferred approaches.
2	Ikhsanudin, Ikramunnisa, & Paramita	2023	*Current Studies in Local-Culture Based ELT Materials Development Evaluation Instruments: Systematic Review*	Systematic Literature Review	76 reviewed studies	Indonesia	Most local culture-based ELT material development studies employ self-developed evaluation instruments without proper validation, highlighting the need for standardized and validated evaluation tools.
3	Heriyanto, Fitriati, & Sakhiyya	2026	*Local Culture-Based English Language Teaching for Young Learners: A Systematic Literature Review*	Systematic Literature Review	NS	Indonesia	Local culture integration enhances learners' motivation, communicative competence, classroom participation, and intercultural awareness, although teacher readiness and contextual resources remain limited.

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No.	Author(s)	Year	Title	Method	Sample	Country	Main Findings
4	Ulum, Muhyidin, & Jamaludin	2025	*Teaching Materials of Local Wisdom-Based E-Book in Digital Learning: A Systematic Literature Review*	Systematic Literature Review	NS	Indonesia	Local wisdom-based digital teaching materials strengthen students' digital literacy, critical thinking, cultural identity, communication skills, and learning engagement through interactive technologies.
5	Lestari, Suryanti, & Suprapto	2025	*Local Wisdom Integration in Picture Storybooks for Elementary School Reading Comprehension: A Systematic Literature Review*	Systematic Literature Review	NS	Indonesia	Picture storybooks incorporating local wisdom significantly improve reading comprehension, learner motivation, literacy achievement, and cultural awareness among elementary students.
6	Wahyuni, Subrata, & Hendratno	2026	Integration of Local Wisdom in Nonfiction Reading Instruction: A Theoretical Review through Barrett's Taxonomy of Reading Comprehension	Theoretical Review	20 empirical studies	Indonesia	Local wisdom-based nonfiction reading materials improve reading comprehension by supporting literal, inferential, evaluative, and appreciative reading skills while contextualizing learning experiences.
7	Heriyanto, Fitriati,	2025	*Integrating Local Culture*	Systematic	NS	Indonesia	Web-based ELT integrated with local culture

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No.	Author(s)	Year	Title	Method	Sample	Country	Main Findings
	& Sakhiyya		*into Web-Based ELT for Young Learners: A Systematic Literature Review of Recent Trends and Practices*	Literature Review			increases learner engagement, communication skills, cultural identity, and supports culturally responsive digital language learning.
8	Kurniawan, Dewi, & Heny	2026	*Systematic Literature Review: Effectiveness of Local Wisdom-Based Learning in Improving Scientific Literacy*	Systematic Literature Review	NS	Indonesia	Local wisdom-based learning consistently improves scientific literacy, conceptual understanding, critical thinking, and scientific attitudes through contextual instructional models.
9	Andrian & Kayyis	2025	*Systematic Literature Review: Local Culture-Based Education for Strengthening Students' Character*	Systematic Literature Review	NS	Indonesia	Local culture-based education effectively strengthens students' moral values, responsibility, cooperation, cultural awareness, and character development.
10	Yustikasari, Samrodi, Wasino, & Aricindy	2026	*Systematic Literature Review: Implementation of Local Culture-Based Character Education in Elementary Schools*	Systematic Literature Review	NS	Indonesia	Character education is successfully implemented through classroom learning, school culture, extracurricular activities, and culturally responsive teaching materials despite challenges related to teacher

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No.	Author(s)	Year	Title	Method	Sample	Country	Main Findings
							competence and educational facilities.
11	Nurrohmah, Dewi, & Rufiana	2025	*The Effectiveness of Cultural Literacy Implementation in Elementary Schools: A Systematic Literature Review*	Systematic Literature Review	NS	Indonesia	Cultural literacy programs improve students' literacy skills, cultural understanding, and support the implementation of the Merdeka Curriculum through contextual learning.
12	Afni, Margunayasa, & Wibawa	2025	*Development of Children's Storybooks Based on Bima Local Wisdom to Enhance Cultural and Reading Literacy*	Research and Development (R&D)	Elementary school students (NS)	Indonesia	Storybooks based on Bima local wisdom effectively improve students' reading literacy, cultural understanding, and learning motivation by connecting reading materials with familiar cultural contexts.
13	Agustina, Askurny, & Pujiastuti	2023	*Applying Jangoi Folklore from Penyengat Island on ELT*	Qualitative Classroom-Based Research	Secondary school students (NS)	Indonesia	Jangoi folklore can be adapted into ELT materials through transliteration, Indonesian–English translation, and translation validation; students performed well on tests based on the story, and English teachers considered the folklore applicable to ELT.
14	Alhamuddin,	2022	*Character Education*	Qualitative	Students and	Indonesia	Minangkabau cultural values

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No.	Author(s)	Year	Title	Method	Sample	Country	Main Findings
	Dermawan, Azis, & Erlangga		*Based on Minangkabau Local Wisdom*		teachers (NS)		effectively foster students' discipline, responsibility, cooperation, and moral character through contextual learning activities.
15	Dora, Susanti, & Wandini	2021	*The Role of Local Wisdom-Based Education in Developing Students' Character*	Literature Review	Not applicable	Indonesia	Local wisdom-based education promotes positive character formation by integrating indigenous values into everyday learning activities.
16	Nurjanah, Puspitasari, Febriyanto, & Rosidah	2026	*Utilization of Local Wisdom in Social Studies Instruction in Elementary Schools: A Systematic Literature Review*	Systematic Literature Review	NS	Indonesia	The utilization of local wisdom in Social Studies instruction consistently yields positive impacts on students' understanding of Social Studies concepts, character strengthening, cultural awareness, social skills, and thinking abilities.
17	Various Studies Reviewed by Ikhsanudin et al.	2023	*Development of Local Wisdom-Based Teaching Materials*	Review of Development Studies	Multiple development studies	Indonesia	Previous development studies consistently demonstrate that local wisdom-based teaching materials improve contextual learning, learner engagement, cultural preservation, and language learning outcomes,

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No.	Author(s)	Year	Title	Method	Sample	Country	Main Findings
							although rigorous validation procedures remain limited.

An analysis of the seventeen articles revealed three main themes: the development of local culture-based teaching materials; the effectiveness of local wisdom-based materials in improving reading learning outcomes; and pedagogical approaches, integration models, and implementation challenges. The distribution of the reviewed studies across these themes, along with their key characteristics and findings, is presented in Table 4.

Table 4. Distribution of the Characteristics of the Analyzed Articles (n = 17)

Characteristic	Category	n	%
Publication Year	2021	1	5.9
	2022	1	5.9
	2023	3	17.6
	2024	1	5.9
	2025	6	35.3
	2026	5	29.4
	Total	17	100.0
Research Method	Systematic Literature Review	10	58.8
	Qualitative	1	5.9
	Qualitative Classroom-Based Research	1	5.9
	Mixed Methods (Needs Analysis)	1	5.9
	Research and Development (R&D)	1	5.9
	Literature Review	1	5.9
	Theoretical Review	1	5.9
	Review of Development Studies	1	5.9
	Total	17	100.0
Education Level	Elementary School	5	29.4
	Secondary School	1	5.9
	Higher Education	1	5.9
	General/Multiple Levels or Not Specified	10	58.8
	Total	17	100.0
Country	Indonesia	17	100.0
	Total	17	100.0
Research Theme	Local culture-based teaching materials	7	41.2
	Local wisdom in English Language Teaching (ELT)	5	29.4
	Local culture-based reading materials	3	17.6
	The Lamin traditional house as a cultural context	2	11.8
	Total	17	100.0
Database	Google Scholar*	17	100.0
	Total	17	100.0

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This systematic literature review synthesizes 17 studies, all conducted in Indonesia (100%) and retrieved exclusively via Google Scholar after primary databases yielded no eligible results, to highlight growing research interest in local culture-based educational materials, particularly around peak publication years in 2025 (35.3%) and 2026 (29.4%). Methodologically, the field is heavily skewed toward Systematic Literature Reviews (58.8%) over empirical development, with research primarily spanning general or non-specific educational levels (58.8%) and elementary education (29.4%), leaving higher education significantly underrepresented (5.9%).

Thematic analysis revealed that general local culture-based teaching materials accounted for the largest proportion of studies (41.2%), followed by local wisdom in English Language Teaching (29.4%), culture-based reading materials (17.6%), and studies specifically focusing on the Lamin traditional house (11.8%). These findings highlight the growing integration of local heritage into Indonesian education while revealing a research gap in the empirical development and evaluation of contextualized English reading materials, particularly at the university level. The distribution of these thematic focuses and the resulting research gap are illustrated in Figure 2.

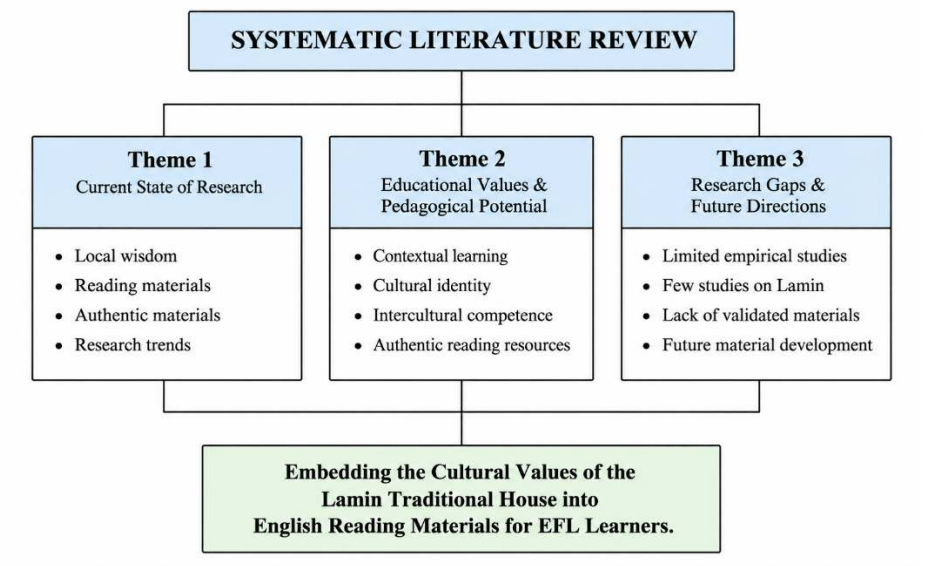


Figure 2. Thematic Analysis

D. Discussion

This systematic review indicates that integrating local culture into ELT can enhance learners' motivation, language skills, cultural identity, and intercultural competence. From the perspective of Vygotsky's Sociocultural Theory (Vygotsky, 1978), familiar cultural artifacts provide mediational tools that support learning within the ZPD. Familiar contexts may also reduce the cognitive demands of processing unfamiliar content and language simultaneously. These findings align with Culturally Relevant Pedagogy (Ladson-Billings, 1995), which connects academic achievement, cultural competence, and critical

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consciousness. Fitriani & Gunawan (2024) indicate that students and lecturers in East Kalimantan are receptive to learning English through Dayak Kenyah Lamin architecture, while Yusup (2024) shows that Lamin architecture and ornaments convey spiritual meanings and cultural identity that can foster appreciation of cultural heritage. Similarly, Heriyanto et al (2025) highlight the educational potential of local cultural integration.

Unlike previous research that has relied largely on folklore as instructional content (Agustina et al., 2023) and on local culture-based EFL materials in general (Tantri & Santosa, 2024), this review emphasizes traditional architecture as a multidimensional pedagogical resource. The Lamin traditional house offers visual, spatial, historical, and ecological contexts that can enrich English reading comprehension. Although Fitriani & Gunawan (2024) explored Lamin architecture primarily through a needs analysis of students' and lecturers' preferences, the present review establishes a broader conceptual rationale for developing reading materials grounded in this heritage. This approach is also consistent with CTL, which emphasizes connecting academic content with authentic experiences (Berns & Erickson, 2001). Cultural references alone, however, are insufficient; their educational value depends on purposeful learning activities across pre-reading, while-reading, and post-reading stages.

Despite these opportunities, three major implementation challenges emerge: limited teacher competence in developing contextualized materials, insufficient learning resources, and the dominance of Western-oriented content (Fitriani & Gunawan, 2024; Heriyanto et al., 2025). Ikhsanudin et al (2023) found that none of the 76 studies they reviewed had validated its evaluation instruments and that most relied on self-made instruments, raising concerns about material quality, reliability, and replicability. Therefore, future development should employ systematic design frameworks, expert validation, classroom testing, and transparent procedures. Structural support is equally important, because cultural integration that depends solely on individual teachers is unlikely to be sustained. Sustainable integration consequently requires teacher professional development, institutional support, and curriculum-level commitment.

Digitalization offers additional opportunities to develop culturally grounded English reading materials. Ulum et al (2025) and Heriyanto et al (2025) highlight the potential of local wisdom-based e-books and web-based ELT to strengthen engagement, digital literacy, critical thinking, and cultural identity. From a multimodal perspective, meaning is constructed through the interaction of different semiotic modes, including text, images, video, and animation (Kress & van Leeuwen, 2020). The Lamin traditional house is particularly suitable for such materials because its architectural features, spatial organization, historical significance, and cultural symbolism can support interactive reading experiences.

The most significant research gap is the absence of reviewed studies specifically developing English reading materials based on the Dayak Lamin traditional house. Its values of communal living, environmental sustainability, social harmony, and indigenous ecological knowledge offer opportunities to connect language learning with global citizenship and environmental literacy. The review therefore contributes theoretically by extending Sociocultural Theory, Culturally Relevant Pedagogy, and material development perspectives

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to a specific architectural heritage context. Practically, it highlights the need for culturally authentic, systematically designed, and empirically validated materials. Integrating Lamin heritage into English reading instruction could simultaneously support language acquisition, cultural identity, and intercultural competence, provided that pedagogical design, teacher preparation, and institutional support are adequately addressed.

E. Implication

These findings have theoretical, practical, policy, and curricular implications. Theoretically, they reinforce Sociocultural and Schema Theories by highlighting the role of familiar cultural contexts, such as the Lamin traditional house, in supporting language learning while extending Material Development Theory. Practically, they encourage the systematic integration of local culture and digital technologies into reading instruction to improve comprehension, motivation, and cultural awareness. At the policy level, they emphasize the need for funding, teacher training, and clear curriculum guidelines to support culturally responsive teaching. Curricularly, they support incorporating local cultural artifacts into reading programs aligned with the Merdeka Curriculum to strengthen English language proficiency and cultural identity.

F. Limitation and Suggestion for Further Research

This study has several limitations. First, adhering to PRISMA guidelines yielded only 17 included studies, representing a small body of literature that may not fully reflect the scope of local wisdom in EFL contexts. Second, excluding grey literature creates potential publication bias. Third, language bias exists, as only English and Indonesian publications were included. Fourth, database bias may have excluded relevant studies indexed elsewhere; thus, the lack of Lamin-specific literature reflects the chosen search parameters rather than absolute absence. Fifth, most studies focused on general Indonesian local wisdom rather than the Lamin house specifically, limiting transferability. Finally, the study provides a conceptual synthesis without empirical classroom evaluation.

To address these gaps, future research should empirically design, develop, and evaluate Lamin-based reading materials using Design-Based Research (DBR) or Research and Development (R&D). Future studies should assess these materials across various educational levels, language skills, and cultural competence metrics. Additionally, future systematic reviews should expand their scope to multilingual databases, broader search strategies, and grey literature to reduce bias.

G. Conclusion

This systematic literature review demonstrates that integrating local culture into English language learning provides a meaningful pedagogical approach for enhancing language learning while fostering learners' cultural identity and intercultural competence. The synthesis of the reviewed studies indicates that culturally relevant instructional materials

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create more contextualized learning experiences by connecting new linguistic knowledge with learners' existing cultural backgrounds, thereby supporting more meaningful language acquisition.

Theoretically, this study contributes to the literature by positioning local cultural artifacts not merely as instructional content, but as cognitive and sociocultural mediating tools in English language learning. It extends culture-based ELT discussions by establishing the Lamin traditional house as an underexplored resource for developing contextualized reading materials. Practically, these findings guide educators, curriculum developers, and institutions in designing culturally responsive materials, emphasizing systematic instructional design, teacher capacity building, and digital integration to ensure pedagogical effectiveness and cultural authenticity. Moving forward, future research should transition from literature synthesis to empirical material development using R&D or Design-Based Research (DBR), employing experimental and longitudinal studies across diverse contexts to evaluate their impact on reading comprehension, intercultural competence, and cultural appreciation.

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