

**PRESERVING CULTURE IN A GLOBALIZED ERA: A  
TEACHER'S EXPERIENCE IN INTEGRATING LOCAL  
WISDOM IN ENGLISH LANGUAGE LEARNING**

**THESIS**

**By  
ALFI ELISA APRILIANI**



**ANTASARI STATE ISLAMIC UNIVERSITY  
BANJARMASIN  
2026H/1448M**

**PRESERVING CULTURE IN A GLOBALIZED ERA: A  
TEACHER'S EXPERIENCE IN INTEGRATING LOCAL  
WISDOM IN ENGLISH LANGUAGE LEARNING**

**Undergraduate Thesis**

Presented to Faculty of Tarbiyah and Teacher Training  
in partial fulfillment of the requirements for the degree of  
*Sarjana Pendidikan*

**By**

**Alfi Elisa Apriliani  
220101030441**

**ANTASARI STATE ISLAMIC UNIVERSITY  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
BANJARMASIN  
2026M/1448H**

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I, the undersigned, Alfi Elisa Apriliani, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, 16 June 2026

The writer,



Alfi Elisa Apriliani

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KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI ANTASARI  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI TADRIS BAHASA INGGRIS  
Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492  
Web: [www.ftk.iain-antasari.ac.id](http://www.ftk.iain-antasari.ac.id)

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Ketua Program Studi Tadris Bahasa Inggris menerangkan bahwa mahasiswa dengan identitas berikut:

Nama : Alfi Elisa Apriliani  
NIM : 220101030441  
Program : S-1  
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Ketua Program Studi  
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Afifah Linda Sari

*Melayani Lebih Baik, Lebih Baik Melayani*

## APPROVAL

Title : PRESERVING CULTURE IN A GLOBALIZED ERA: A TEACHER'S EXPERIENCE IN INTEGRATING LOCAL WISDOM IN ENGLISH LANGUAGE LEARNING

Name : Alfi Elisa Apriliani

SRN : 220101030441

Faculty : Tarbiyah and Teacher Training

Program : Undergraduate Study (S-1)

Department : English Language Education

Academic Year : 2025/2026

Place/Date of Birth : Bulurejo, 27 April 2005

Address : Jl. Transmigrasi KM. 37 Dusun III, Mantewe, Tanah Bumbu, Kalimantan Selatan

After being checked and revised, the thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Banjarmasin, 2 juni 2026

Advisor



Nani Hizriani, S.Pd., M.A.  
NIP. 197711272003122001

Acknowledged by  
Head of English Language Education Study Program  
Faculty of Tarbiyah and Teacher Training  
UIN Antasari Banjarmasin,



Affah Linda Sari, M.Pd  
NIP. 198711102015032004

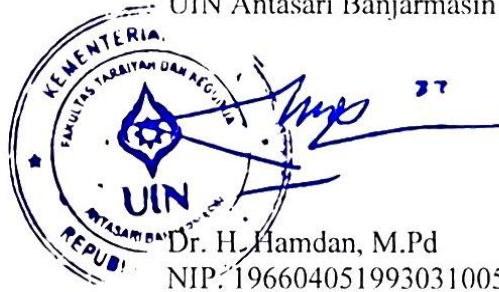
## VALIDATION

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Name Alfi Elisa Apriliani SRN 220101030441 has been examined by the board of thesis examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Day : Thursday  
Date : 25 June 2026  
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Dean Faculty of Tarbiyah and Teacher Training  
UIN Antasari Banjarmasin



Dr. H. Hamdan, M.Pd  
NIP. 196604051993031005

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## ABSTRACT

**Apriliani, Alfi Elisa.** 2026. Preserving Culture in a Globalized Era: A Teacher's Experience in Integrating Local Wisdom in English Language Learning. Undergraduate Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Nani Hizriani, S.Pd., M.A.

**Keywords:** Preserving Culture, Teacher Experience, Local Wisdom, English Language Learning, Cognitive Load

Globalization poses a significant challenge to education, often marginalizes local traditions in English language teaching (ELT)). Integrating local wisdom serves as an effective mechanism to preserve cultural identity while building linguistic competence. This narrative inquiry study explored an English teacher's lived experiences in integrating local wisdom at the Language Development Unit (UPB) of UIN Antasari Banjarmasin and evaluated its impact on students' cognitive load. Data were collected over three months through interviews, questionnaires, observations, and student documents, then analyzed interpretively. The findings showed that the teacher integrated Banjar local wisdom by linking textbook content with students' cultural realities using local terms (e.g., *Acil*, *Pasar Terapung*) and reading texts about local historical icons. This integration successfully fostered character development across moral knowing, feeling, and action. However, the teacher faced pedagogical challenges, including severe student language barriers, strict time constraints, and poor lighting. Regarding cognitive load, this cultural integration functioned as an effective cognitive bridge that reduced students' intrinsic mental load. To minimize extraneous load during complex cultural discussions, the teacher utilized cognitive reduction strategies: narrowing discussions to immediate local icons, implementing pedagogical translanguaging, and providing modeling with immediate feedback. In conclusion, local culture does not hinder foreign language acquisition, rather it provides essential contextual scaffolding for meaningful global communication.

## ABSTRAK

**Apriliani, Alfi Elisa.** 2026. *Preserving Culture in a Globalized Era: A Teacher's Experience in Integrating Local Wisdom in English Language Learning*, Skripsi. Program Studi Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Nani Hizriani, S.Pd., M.A.

**Kata kunci:** Pelestarian Budaya, Kearifan Lokal, Pembelajaran Bahasa Inggris, Beban Kognitif

Globalisasi sering kali meminggirkan tradisi lokal dalam pengajaran bahasa Inggris. Integrasi kearifan lokal berfungsi sebagai mekanisme efektif untuk menjaga identitas budaya sekaligus membangun kompetensi linguistik. Penelitian *narrative inquiry* ini mengeksplorasi pengalaman seorang pengajar dalam mengintegrasikan kearifan lokal di Unit Pengembangan Bahasa (UPB) UIN Antasari Banjarmasin serta mengevaluasi dampaknya terhadap beban kognitif siswa. Data dikumpulkan selama tiga bulan melalui wawancara, kuesioner, observasi, dan dokumen tugas, lalu dianalisis secara interpretatif. Hasil penelitian menunjukkan bahwa pengajar mengintegrasikan kearifan lokal Banjar dengan menghubungkan materi buku teks dan realitas budaya siswa melalui istilah lokal (seperti *Acil*, *Pasar Terapung*). Integrasi ini berhasil mendorong pengembangan karakter siswa dalam aspek *moral knowing*, *feeling*, dan *action*. Meskipun demikian, pengajar menghadapi tantangan berupa hambatan bahasa siswa yang parah, keterbatasan waktu kurikulum, dan fasilitas pencahayaan kelas yang kurang memadai. Terkait beban kognitif, integrasi ini terbukti efektif sebagai jembatan kognitif yang mengurangi beban mental intrinsik siswa. Untuk meminimalkan beban luar (*extraneous load*) saat materi budaya yang kompleks memicu kebingungan, pengajar menerapkan strategi reduksi kognitif: membatasi diskusi pada ikon lokal terdekat, menerapkan *pedagogical translanguaging*, serta memberikan pemodelan disertai umpan balik langsung. Kesimpulannya, budaya lokal tidak menghambat penguasaan bahasa asing, melainkan menyediakan pijakan kontekstual yang penting bagi komunikasi global.

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

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June, 25th, 2026 A.D

Alfi Elisa Apriliani

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