



INTEGRATING LOCAL LITERATURE AND CULTURAL HERITAGE THROUGH CLIL: DEVELOPMENT OF TEACHING MATERIALS FOR INDONESIAN LANGUAGE EDUCATION IN MALUKU

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Abstract: The integration of cultural heritage into language education plays a critical role in promoting meaningful learning and preserving local identity in multicultural societies. This study aims to develop a conceptual framework for literature-based teaching materials using the Content and Language Integrated Learning (CLIL) approach to support Indonesian language education while integrating Maluku's cultural heritage. This research employs a systematic literature review to examine theoretical and empirical studies related to culturally responsive pedagogy, CLIL implementation, literature-based instruction, and teaching material development. The findings indicate that local literature, including folklore, legends, and oral traditions, provides authentic cultural content that enhances language acquisition and cultural understanding simultaneously. CLIL facilitates integrated learning by promoting linguistic competence, cognitive development, and intercultural awareness. However, challenges such as limited availability of culturally integrated teaching materials and insufficient teacher training hinder effective implementation. This study proposes key design principles for developing CLIL-based literature teaching materials that integrate cultural heritage and linguistic objectives. The findings contribute to language pedagogy, culturally responsive education, and curriculum development by providing practical and theoretical guidance for integrating local cultural heritage into Indonesian language education. This approach supports both educational quality improvement and cultural preservation in globalized educational contexts.

Keywords: CLIL, literature teaching materials, cultural integration, Indonesian language education, cultural heritage, Maluku

2. Introduction

Indonesia is one of the most culturally diverse countries in the world, with more than 300 ethnic groups possessing distinct traditions, languages, arts, and historical backgrounds. This diversity represents a fundamental component of national identity that must be preserved and transmitted to younger generations as an invaluable cultural heritage (Alam, 2025; Arsenijević, 2025). However, in the context of accelerating globalization, local cultural traditions are increasingly marginalized and face the risk of gradual disappearance if not actively preserved. One of the most strategic and sustainable approaches to preserving and promoting local culture is through its integration into the national education system, (Nasar et al., 2025).

The integration of local culture into education provides significant benefits for both students and society. Through culturally integrated learning, students can develop a deeper understanding of their cultural roots, strengthen their cultural identity, and foster a sense of pride and belonging (Ezekwemobi et al., 2025; Sung & Gounko, 2023). Furthermore, cultural integration in education promotes multicultural awareness, encourages tolerance, and develops respect for cultural diversity, which are essential competencies in multicultural societies, (Abakirov et al., 2025). These competencies are particularly important in preparing students to function effectively in increasingly interconnected global environments.

Moreover, culturally based education contributes significantly to students' character development. Cultural values embedded in local traditions, such as cooperation, respect, and environmental responsibility, can be internalized through contextual and experiential learning activities, (Anggita et al., 2024; Sakti, 2024). For example, traditional arts, folklore, and local cultural practices can be integrated into project-based learning activities, enabling students not only to acquire academic knowledge but also to participate actively in cultural preservation. Effective integration of cultural content requires collaboration among policymakers, educators, and local communities to develop culturally responsive curricula that align with 21st-century learning objectives (Banks, 2015; Tomlinson, 2011).

By integrating local culture into education, educational institutions can develop globally competent students who remain connected to their cultural identity. This approach contributes to cultural sustainability while strengthening national identity in the face of globalization, (Karomah et al., 2024). In the context of Indonesian language education, literature plays a crucial role as an effective medium for integrating linguistic and

cultural learning. Literature provides authentic linguistic input while simultaneously reflecting cultural values, traditions, and historical narratives, (Hossain, 2024). Through literary texts, students can develop both language competence and cultural literacy.

In Maluku, a region known for its rich cultural and historical heritage, local literature such as folklore, legends, and traditional poetry represents a valuable educational resource. These literary traditions reflect collective memory, cultural identity, and moral values, making them highly suitable as contextual teaching materials, (Soraya & Arafah, 2025). Integrating local literature into Indonesian language instruction can enhance both linguistic competence and cultural awareness.

However, Indonesian language instruction in many schools has not fully utilized local literature as a pedagogical resource. Existing teaching materials often rely on standardized content that lacks cultural relevance to students' local contexts, (Tomlinson, 2011). This limitation reduces student engagement and restricts opportunities for meaningful and contextual learning. To address this challenge, Content and Language Integrated Learning (CLIL) offers an innovative pedagogical approach.

CLIL is an educational approach that integrates content learning and language learning simultaneously, allowing students to develop language proficiency while acquiring subject-specific knowledge, (Marcos et al., 2024; Sudarso et al., 2024). This integrated approach enhances student motivation, promotes deeper cognitive processing, and improves both linguistic and academic competence. In addition, CLIL supports the development of higher-order thinking skills, including critical thinking, collaboration, and creativity, which are essential competencies in the 21st century, (Itoi, 2024).

In the context of Indonesian language education, CLIL enables the integration of language learning with local cultural and historical content through literary texts. Maluku's literary heritage, including traditional folklore, oral narratives, and poetry, provides authentic and meaningful content for CLIL-based instruction. This approach enables students to learn language skills while simultaneously developing cultural understanding and identity awareness.

Despite its potential, the implementation of CLIL-based culturally integrated instruction in Maluku remains limited. One major challenge is the lack of culturally relevant teaching materials specifically designed using CLIL principles. Existing materials often focus on generalized content that does not reflect students' local cultural contexts, (Jayadi et al., 2024). As a result, students have limited

opportunities to engage with their own cultural heritage through formal education.

Another significant challenge is the lack of professional training and pedagogical support for teachers. Many teachers lack the necessary knowledge and skills to design and implement CLIL-based culturally integrated instruction effectively, (Villabona & Cenoz, 2022). Teacher competence plays a critical role in implementing culturally responsive pedagogy and ensuring meaningful learning experiences.

Integrating local culture into education offers substantial benefits not only for students but also for society. For students, culturally integrated education strengthens cultural identity, enhances motivation, and promotes intercultural competence, (Dewi et al., 2025). For society, it contributes to cultural preservation and sustainability by ensuring that cultural knowledge is transmitted across generations.

Addressing these challenges requires systematic development of culturally integrated teaching materials based on CLIL principles. These materials should align with national educational standards while reflecting local cultural values and traditions. In addition, teacher training programs are essential to equip educators with the pedagogical competence necessary to implement culturally integrated CLIL instruction effectively.

Therefore, this study aims to develop CLIL-based literature teaching materials that integrate Maluku's cultural heritage into Indonesian language education. Specifically, this study addresses the following research questions:

How can CLIL-based literature teaching materials be developed to support Indonesian language learning while integrating cultural content?

How can these teaching materials enhance students' cultural understanding and linguistic competence?

This study contributes to language education, teaching material development, and culturally responsive pedagogy by providing a framework for integrating local cultural heritage into language instruction in multicultural educational contexts.

2. Literature Review

2.1 The Importance of Integrating Local Culture in Education

Indonesia is a culturally diverse nation with a rich variety of traditions, languages, values, and social practices. Culture represents a system of shared meanings and practices that shape collective identity and social interaction, (Oktriyani et al., 2025). This diversity must be integrated into the education system to ensure that younger generations can understand, appreciate, and preserve their cultural identity. In educational contexts, integrating local culture not only helps students recognize their

cultural heritage but also promotes multicultural awareness and intercultural competence, (Rathmann et al., 2018). Multicultural education aims to develop students' ability to appreciate cultural diversity and function effectively in pluralistic societies.

In Indonesia, the integration of local culture has been recognized as an essential strategy in curriculum development. Education plays a central role in shaping students' moral character, cultural awareness, and social responsibility, (Harmaen, 2024). Integrating cultural values into education contributes to character development and supports cultural sustainability. Cultural integration enables students to connect academic knowledge with real-life cultural contexts, thereby enhancing engagement and learning outcomes, (Cao et al., 2025; Skourdombis, 2024).

However, empirical research indicates that integrating local culture into classroom practice remains challenging. Many teachers lack adequate training and pedagogical resources to incorporate culturally relevant content into their teaching, (Fatmawaty et al., 2024). Additionally, existing teaching materials often rely on standardized and generic content that lacks contextual relevance, limiting students' opportunities to engage with their own cultural heritage. Therefore, innovative pedagogical approaches are needed to integrate local cultural content into language education effectively. One such approach is Content and Language Integrated Learning (CLIL).

2.2 Content and Language Integrated Learning (CLIL)

Content and Language Integrated Learning (CLIL) was first introduced by Marsh, (Shaymerdenovna, 2023) as an educational approach that integrates language learning with subject content instruction. In CLIL, students learn a language while simultaneously studying subject-specific content, such as culture, history, or science, (Le & Nguyen, 2022). This integrated approach promotes meaningful learning by enabling students to use language as a tool for acquiring knowledge rather than learning language in isolation.

Research has demonstrated that CLIL enhances language proficiency, cognitive development, and academic performance, (Sari & Khoiriyah, 2025). CLIL also promotes higher-order thinking skills, including critical thinking, collaboration, and problem-solving, which are essential competencies in 21st-century education, (Guntur et al., 2023). In addition, CLIL improves student motivation because learning content is meaningful and relevant to students' real-life experiences, (Xuan & Uyen, 2025). In the context of Indonesian language education, CLIL provides an effective framework for integrating language learning with cultural content

through literary texts. Local literature can be used to teach vocabulary, grammar, reading comprehension, and cultural knowledge simultaneously. This approach enhances both linguistic competence and cultural awareness.

However, effective CLIL implementation requires careful planning, appropriate teaching materials, and adequate teacher training. Teachers must understand CLIL principles and develop pedagogical strategies that integrate language and content learning effectively, (Sula & Hoxha, 2026). Furthermore, teaching materials must be culturally relevant and pedagogically appropriate to support meaningful learning.

2.3 Local Literature as a Learning Medium

Local literature represents an important cultural resource that can be used as an effective learning medium. Literature serves linguistic, cultural, and personal functions in education, (Katili et al., 2025). From a linguistic perspective, literature provides authentic language input and supports language acquisition. From a cultural perspective, literature reflects social values, traditions, and historical experiences. From a personal perspective, literature promotes empathy, imagination, and critical thinking.

In Maluku, local literary traditions such as folklore, legends, and traditional poetry provide culturally meaningful learning materials. These literary texts reflect cultural identity and moral values while supporting language development. Using culturally relevant literary materials enhances student engagement and motivation because students can connect learning content with their own cultural experiences, (Prawiyogi, 2025).

Furthermore, literature-based instruction promotes literacy development and critical thinking skills. Students can analyze characters, interpret cultural meanings, and compare different cultural perspectives, thereby developing higher-order cognitive skills.

2.4 Strategies for Developing CLIL-Based Literature Teaching Materials

Developing CLIL-based literature teaching materials requires a systematic and pedagogically grounded approach. Effective teaching materials must be relevant, engaging, and aligned with students' linguistic and cognitive needs, (Ly, 2025; Wahyudi & Fadhilah, 2026). Key strategies include:

1. Selection of culturally relevant content

Teaching materials should reflect students' cultural backgrounds and include authentic literary texts such as local folklore and legends, (Kusmana et al., 2020).

2. Interactive learning activities

Interactive activities such as role-playing, storytelling, and project-based learning promote active student participation and enhance learning outcomes, (Patel, 2025).

3. Integration of cultural values

Teaching materials should integrate cultural values to support character development and cultural awareness, (Ilha Rahmawati, 2025).

4. Use of educational technology

Digital tools such as multimedia resources, videos, and interactive platforms can enhance engagement and support multimodal learning, (Emma, 2024).

Integrating local literature through CLIL provides a strategic approach to enhancing language learning while preserving cultural heritage. This approach supports both linguistic development and cultural sustainability.

3. Research Method

This study employs a systematic literature review to analyze existing research on CLIL, culturally responsive pedagogy, and literature-based language teaching. Literature was collected from international academic databases, including Scopus, Web of Science, Springer, and Elsevier. The literature review followed a systematic process involving: 1) Identification of relevant literature, 2) Screening and selection based on relevance and quality, 3) Thematic analysis and 4) Synthesis of findings. This approach ensures the validity and reliability of findings by using peer-reviewed international research sources, (Snyder, 2019).

4. Findings And Discussion

4.1 Findings

The findings of this systematic literature review reveal that the integration of local literature and cultural heritage into Indonesian language education through the Content and Language Integrated Learning (CLIL) approach has strong potential to support contextualized language learning and culturally responsive pedagogy. Based on the thematic analysis of peer-reviewed studies related to CLIL, literature-based instruction, and culturally integrated education, several major findings emerged regarding the role of local literature, the effectiveness of CLIL, the need for culturally integrated teaching materials, and the challenges of implementation in educational contexts such as Maluku.

4.1.1 Local Literature as Contextual Teaching Material

The reviewed studies consistently indicate that local literature functions as an authentic and contextual learning resource in language education. Literary forms such as folklore, legends, oral narratives, and traditional poetry provide meaningful cultural

content that reflects students' social and cultural environments (Hossain, 2024; Soraya & Arafah, 2025). In the context of Indonesian language education, literature not only supports language acquisition but also introduces students to cultural values, historical perspectives, and local wisdom embedded within literary narratives.

The findings show that culturally relevant literary texts increase students' engagement and participation in classroom learning because students are more familiar with the contexts represented in the materials (Franco et al., 2024). Several studies reviewed in this research reported that students demonstrated better comprehension and stronger motivation when learning materials reflected their own cultural experiences and local identities. This finding supports the view that contextual learning creates more meaningful educational experiences compared to standardized and decontextualized instructional materials.

In Maluku, local literary traditions contain important values related to communal harmony, cooperation, environmental awareness, and social responsibility. The reviewed literature suggests that integrating these local narratives into Indonesian language instruction can help students develop both linguistic competence and cultural understanding simultaneously. Thus, local literature can function as both language input and cultural content within classroom instruction.

4.1.2 CLIL as an Approach for Integrating Language and Cultural Content

Another important finding is that the CLIL approach provides an effective framework for integrating language learning and cultural content in Indonesian language education. The reviewed studies indicate that CLIL enables students to learn language skills while simultaneously understanding subject content and cultural themes (Dalton-Puffer, 2011; Marcos et al., 2024).

The findings reveal that CLIL-based learning promotes more meaningful language acquisition because students learn language through contextualized content rather than isolated linguistic exercises. In literature-based instruction, students engage with narratives, characters, cultural symbols, and moral values while practicing reading, speaking, writing, and interpretative skills. This integrated process encourages deeper cognitive engagement and supports communicative competence.

Several reviewed studies further indicate that CLIL contributes positively to students' critical thinking and interpretative abilities. Students involved in literature-based learning activities such as storytelling, discussion, role-playing, and textual analysis demonstrated improved ability to interpret meanings and relate literary themes to social realities

(Ndruru et al., 2025). These findings suggest that CLIL supports student-centered learning by encouraging active participation and reflective learning processes.

The literature also highlights that CLIL facilitates intercultural awareness because students engage directly with cultural content during language learning activities (Lasagabaster & Sierra, 2010). In the Maluku context, integrating local literature through CLIL allows students to explore local cultural identity while developing Indonesian language proficiency.

4.1.3 The Need for CLIL-Based Culturally Integrated Teaching Materials

A major finding emerging from the literature review is the limited availability of teaching materials that integrate local cultural heritage with CLIL principles. Most existing Indonesian language teaching materials continue to rely on generalized national content and provide limited representation of regional cultural diversity (Tomlinson, 2011).

The reviewed studies indicate that the lack of contextualized teaching materials reduces opportunities for meaningful and culturally responsive learning. Teachers frequently experience difficulties in finding literary resources that align simultaneously with curriculum objectives, language learning goals, and local cultural contexts (Jayadi et al., 2024). As a result, local cultural heritage remains underutilized within formal language education.

The findings further reveal that effective teaching materials should integrate linguistic objectives, cultural themes, and interactive learning activities within a coherent instructional design. Literature-based CLIL materials should therefore include authentic literary texts, communicative tasks, collaborative activities, and reflective learning exercises that support both language development and cultural understanding.

Several studies also emphasize that teaching material development should involve collaboration among educators, curriculum developers, and local cultural communities to ensure cultural authenticity and pedagogical relevance (Banks, 2015). In the Maluku context, such collaboration is important to preserve the accuracy and integrity of local cultural narratives represented within educational materials.

4.1.4 Challenges in Implementing CLIL-Based Literature Instruction

Despite its pedagogical potential, the reviewed literature identifies several challenges related to the implementation of CLIL-based culturally integrated instruction. One of the primary challenges concerns teacher competence and pedagogical preparedness. Effective CLIL implementation requires teachers to

integrate language instruction, cultural content, and student-centered learning strategies simultaneously (Villabona & Cenoz, 2022).

However, the findings indicate that many teachers still lack sufficient understanding of CLIL methodology and culturally responsive pedagogy. Teachers often experience difficulties in designing integrated lesson plans, selecting appropriate literary materials, and facilitating interactive learning activities (Rozgiené, 2027). Limited professional development opportunities further contribute to these challenges.

Another challenge identified in the reviewed studies is the dominance of standardized curricula and textbook-oriented teaching practices. In many educational contexts, teachers are required to follow nationally standardized teaching materials that provide limited flexibility for integrating local cultural content. Consequently, opportunities to utilize local literature as contextual teaching material remain limited.

The findings therefore suggest the importance of strengthening teacher training programs and developing pedagogical guidelines that support the implementation of CLIL-based culturally integrated instruction in Indonesian language education.

4.2 Discussion

The findings of this study demonstrate that integrating local literature and cultural heritage through the CLIL approach provides a relevant and meaningful framework for Indonesian language education, particularly in culturally rich regions such as Maluku. The discussion highlights how literature-based CLIL instruction can support contextual language learning while simultaneously promoting cultural understanding and preservation. One of the main issues identified in this study is the limited use of local literature in Indonesian language teaching despite the richness of cultural resources available in Maluku. Existing teaching materials tend to prioritize generalized content that does not sufficiently reflect students' local cultural backgrounds. This condition supports Tomlinson's (2011) argument that teaching materials should be contextually relevant in order to create meaningful learning experiences. When students engage with literary texts connected to their own sociocultural realities, learning becomes more relatable, participatory, and culturally meaningful.

The findings further confirm that literature functions not only as linguistic material but also as cultural representation. Through folklore, oral traditions, and local narratives, students are exposed to cultural values, social norms, and indigenous knowledge systems embedded within literary texts. This finding aligns with culturally responsive pedagogy, which

emphasizes the importance of connecting classroom learning with students' cultural identities and lived experiences (Banks, 2015).

The implementation of CLIL in literature-based instruction also provides important pedagogical advantages. CLIL enables the integration of language learning and cultural content within a single instructional process. Rather than learning language through isolated grammar exercises, students learn language through meaningful engagement with literary and cultural themes (Dalton-Puffer, 2011). In this context, language acquisition becomes more communicative and contextualized because students actively interpret narratives, discuss cultural meanings, and express ideas related to literary texts.

In addition, the reviewed literature indicates that literature-based CLIL activities encourage more active and student-centered learning environments. Activities such as storytelling, discussion, role-playing, and textual interpretation promote interaction and reflective learning processes. These activities allow students to develop interpretative and communicative skills while simultaneously understanding cultural values represented in the texts. Therefore, CLIL-based literature instruction supports not only linguistic competence but also deeper cultural awareness.

However, the discussion also highlights that successful implementation of culturally integrated CLIL instruction depends largely on the availability of appropriate teaching materials and teacher preparedness. The reviewed studies consistently indicate that the absence of culturally integrated instructional resources remains a significant barrier. Many teachers continue to rely on conventional textbooks that provide limited opportunities for contextual and culture-based learning.

Teacher competence also becomes a crucial factor influencing instructional effectiveness. Implementing CLIL requires teachers to possess adequate understanding of integrated pedagogy, literature-based instruction, and culturally responsive learning approaches. Without sufficient professional support and training, teachers may experience difficulties in designing meaningful learning activities that integrate language and cultural objectives simultaneously.

Therefore, this study emphasizes the importance of developing CLIL-based literature teaching materials specifically designed for Indonesian language education in Maluku. These materials should integrate authentic local literary texts, communicative learning tasks, and cultural themes relevant to students' social environments. In addition, teacher training programs should be strengthened to improve teachers' pedagogical

competence in implementing culturally integrated instruction effectively.

Overall, the integration of local literature and cultural heritage through CLIL offers an important contribution to Indonesian language education. This approach not only supports language learning but also strengthens cultural understanding and promotes the preservation of local cultural heritage within formal educational contexts.

5. Conclusion

This study highlights the importance of developing CLIL-based teaching materials that integrate Maluku's local literary heritage into Indonesian language education. Local literature, including folklore, legends, and traditional poetry, provides culturally authentic learning resources that enhance both language competence and cultural awareness. Literature-based CLIL instruction enables students to develop linguistic skills while simultaneously strengthening their cultural identity and intercultural competence.

The findings demonstrate that integrating cultural heritage into language education promotes meaningful learning, enhances student motivation, and supports cultural preservation. CLIL has been shown to improve language proficiency, critical thinking skills, creativity, and collaborative learning. However, several challenges remain, including limited availability of culturally integrated teaching materials and insufficient teacher training.

Therefore, the development of CLIL-based literature teaching materials should be prioritized. These materials should be culturally relevant, pedagogically sound, and aligned with educational objectives. In addition, professional development programs are essential to equip teachers with the skills necessary to implement CLIL effectively.

Through collaborative efforts among policymakers, educators, and local communities, integrating local culture into Indonesian language education can contribute to cultural preservation and educational innovation. This approach supports the development of culturally competent students who are prepared to navigate global challenges while maintaining their cultural identity.

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