



Integrating Banjarese of The Philosophy of Sasirangan Fabric Into English Language Teaching: A Cultural-Based Language Learning Approach

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ABSTRACT

This research explored the integration of Banjar culture, particularly the philosophy behind Sasirangan fabric, into English language teaching through a culture-based approach. In Indonesia, English language education often emphasizes technical aspects such as grammar and vocabulary, which can create a disconnect from real-life language use. By incorporating local cultural elements like Sasirangan, a traditional fabric with deep philosophical values representing diversity, resilience, and cooperation, this research aims to enrich the learning experience and improve students' English proficiency. The research used a qualitative, literature-based approach to analyze how Sasirangan's symbolic meanings can enhance speaking, listening, reading, and writing skills. The research finds that integrating cultural values from Sasirangan into English teaching not only fosters a deeper understanding of the language but also strengthens intercultural competence, motivating students and increasing their engagement. Despite challenges such as limited resources and teachers' understanding of local culture, the research suggests that the use of culturally relevant materials, like videos and interactive content, can facilitate this integration. Ultimately, this approach supports both language acquisition and cultural appreciation, offering a holistic learning experience.

Keywords: Sasirangan, Banjar Culture, Culture-Based Language Teaching, English Language Learning

INTRODUCTION

English language education in Indonesia tends to focus on technical aspects, such as grammar and vocabulary, which sometimes makes students feel detached from the use of the language in real life. In fact, language teaching should not only teach grammar and communication skills but also include an understanding of the culture behind the language (Yusniawati & Lestari, 2021). In this context, the use of local culture in English language learning can give students a broader insight into the language.

For example, Sasirangan is a traditional fabric from South Kalimantan, Indonesia, which is famous for its intricate motifs and deep philosophical values. The fabric is usually made using ikat or weaving techniques that produce geometric patterns or images that often depict natural elements, such as flowers, leaves, or symbols that have special meaning in Banjar culture (Syamsudin, 2017).

Traditionally, Sasirangan is used in various ceremonies, such as weddings or religious events, and as daily wear. Each motif on the Sasirangan fabric has a symbolic meaning, which often relates to the values of Banjar society, such as diversity, resilience, and cooperation. Aside from being a work of art, Sasirangan also serves as a medium to convey cultural messages and the Banjar people's philosophy of life to the next generation. Therefore, Sasirangan is more than just a fabric; it is a symbol of deep cultural identity and has a strong relevance to the social life of the Banjar people.

Sasirangan, a symbol of Banjar culture, contains a deep philosophy that can be used to teach values such as diversity. According to (Lestari, 2020), a culture-based approach to language teaching can help students better grasp the cultural background of the language, which can improve their speaking, listening, reading, and writing abilities.

Through this study, the researcher sought to integrate Banjar cultural values, particularly those related to Sasirangan, into English language learning to enrich students' learning experience and improve their language proficiency in a cultural context.

Culture-based language teaching has been widely studied by experts, both from a pedagogical and cultural perspective. (Kramsch, 1993), in his book *Context and Culture in Language Teaching*, argues that language and culture cannot be separated. Language is not only used to convey information but also to express values, norms, and ways of thinking that are typical of a culture. Therefore, language teaching that only focuses on linguistic aspects tends not to provide a holistic understanding for students.

(Kholiq & Gumiandari, 2020) states that foreign language learning that integrates cultural elements can help students develop a deeper understanding of the language. This introduces the concept of intercultural competence, which entails recognizing and appreciating cultural differences through language use. This culture-based approach not only improves language understanding but also teaches pupils how to speak with people from various cultural backgrounds appropriately.

Sasirangan, with its history and philosophy, is a perfect representation of Banjar culture. Sasirangan contains not only aesthetic value, but also social value that relates to the daily life of the Banjar people (Supar et al., 2024). The use of Sasirangan in English language teaching can provide opportunities for students to explore concepts such as diversity, cooperation, and symbolism in communication, all of which are integral parts of culture-based language learning (Sudrajat et al., 2023).

METHODOLOGY

This research uses a qualitative, literature-based approach to analyze how Sasirangan philosophy can be integrated into culture-based English language teaching. This method was chosen because it allows the exploration of the relationship between local culture, in this case, Banjar culture, through Sasirangan and English language teaching.

Research Steps

A. Literature Search

B. The first step in this research was to collect various literatures that discuss culture-based English teaching and Sasirangan philosophy. This includes:

1. Scholarly articles that discuss culture-based approaches in English language learning.
2. Literature that explains the values and philosophy contained in Sasirangan, both from the perspective of Banjar culture and ethnographic studies.

Analysis data

Identify relevant themes from Sasirangan philosophy that can be linked to English language skills, such as speaking, writing, listening and reading. Conceptualize English teaching that integrates these values, for example, through discussion topics, writing

assignments or culture-based projects involving Sasirangan.

Synthesis and Inference

Based on the literature analysis, this research will draw findings related to the application of Sasirangan philosophy in English language learning. These conclusions will provide recommendations for English language teachers on how they can integrate Banjar's local culture, particularly Sasirangan, to improve student's English language skills through a culture-based approach.

RESULTS AND DISCUSSION

The results of the literature analysis show that a culture-based approach to English language teaching has a positive impact on students' language skills. This approach helps students not only learn the language but also understand the cultural context in which it is used. The Sasirangan philosophy, with its values of beauty, resilience and cooperation, can be used to introduce English concepts related to creativity and self-expression.

For example, when teaching speaking skills, teachers can ask students to describe various Sasirangan motifs and the philosophical meanings they contain, which can then be translated into English. This not only improves students' descriptive ability but also enriches their vocabulary in a cultural context. In addition, students can also be invited to discuss the values contained in Sasirangan, such as the importance of diversity and cooperation in everyday life, which can then be connected to similar themes in English.

Sasirangan as a Learning Medium Rich in Symbolism and Meaning

Sasirangan is not just a fabric with an aesthetic design but also has philosophical values that symbolize diversity, resilience and cooperation. This philosophy aligns with various concepts taught in English, especially those related to speaking, writing, and critical thinking skills. For example, the Sasirangan motif, which consists of various shapes and colors, can be used to teach diversity in a global context. In contrast, the philosophy of cooperation and resilience contained in the fabric can be used to teach teamwork (collaboration) and resilience in communication (Faisal, 2023)

Sasirangan's complex motifs convey the message that diversity and strength are not seen only in one element but are the result of cooperation and mutual support between different parts. In the context of English language teaching, this can be linked to the importance of appreciating differences in cross-cultural communication. For example, teaching vocabulary related to cultural differences, tolerance, and appreciation of diversity can be done by inviting students to discuss the meaning contained in Sasirangan motifs.

Sasirangan Integration in Culture-Based English Learning

Culture-based English language learning is an approach that emphasizes the importance of cultural understanding in foreign language teaching. This approach focuses on the application of intercultural competence, which is the ability to communicate well and understand the cultural context underlying the language being learned. The Sasirangan philosophy can serve as a bridge to connect English concepts with Banjar cultural values contained in the fabric (Faisal, 2023).

Reinforcement of Language Skills through Cultural Contexts

One of the main strengths of culture-based language teaching is its ability to enrich students' language skills with relevant and meaningful contexts. According to (Warmadewi et al., 2021), language learning should involve an understanding of the social and cultural contexts that shape the language. By integrating Sasirangan, students will more easily relate English learning to values and concepts that are close to their lives, not just linguistic theories.

Improving Student Motivation through a Culture-Based Approach

One of the main challenges in teaching English is keeping students motivated. Learning

that only focuses on linguistic aspects often feels uninteresting to students, especially if they do not feel related to the material being taught. A culture-based approach integrating Sasirangan can increase students' emotional engagement, as they feel more connected to their own culture. Research by (Sintawati & Wulandari, 2021) shows that learning involving local culture increases students' sense of cultural pride and gives them the opportunity to voice their cultural identity through language. When students learn English in a cultural context they are familiar with, such as Sasirangan, They are more prone to believe that the language is more than simply a tool for communication; it is also a means of communicating their cultural values to others.

Challenges in Implementing a Culture-Based Approach

Although culture-based approaches offer many benefits, teachers must face some challenges. One of them is the lack of in-depth resources on local culture that can be used in English teaching materials (Kertiasih et al., 2021). In the case of Sasirangan, although the fabric has a rich philosophy, not all teachers or students have a deep understanding of Banjar culture or Sasirangan itself. To overcome this challenge, educators need to develop relevant resources and find ways to bridge local cultural knowledge with English curriculum needs. Technology such as Sasirangan-based videos, podcasts or interactive materials can help students more easily access information and enhance their understanding of the philosophy.

CONCLUSION

This research shows that integrating Sasirangan philosophy in culture-based English teaching can significantly improve students' language skills. By using Sasirangan as a teaching medium, students not only learn English but also deepen their understanding of their own local culture. This approach also helps to create a more thorough and meaningful learning experience for students while enriching their communication skills in English.

As a result, it is recommended that teachers explore employing a culture-based approach to English. This not only improves students' language skills but also allows them to appreciate and comprehend their own culture through the language they are learning.

Acknowledgment

I would like to express my deepest gratitude to all those who have provided invaluable support and assistance throughout the writing and completion of this paper. My sincere thanks are extended to my friends, family, and colleagues for their unwavering encouragement, inspiration, and moral support. Your presence and encouragement during this journey have been a source of strength and motivation. Lastly, I wish to acknowledge and thank all those who have contributed, both directly and indirectly, to the successful completion of this work.

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