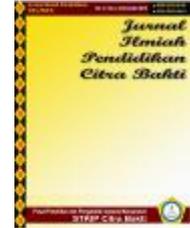


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<http://jurnalilmiahcitrabakti.ac.id/jil/index.php/jil>**PROMOTING GLOBAL CULTURAL AWARENESS THROUGH SUPPLEMENTARY MATERIALS FOR PRIMARY INDONESIAN EFL STUDENTS**Helda Krisyana Dewi¹⁾, I G A Lokita Purnamika Utami²⁾, Made Hery Santosa³⁾

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¹⁾heldakrisyana@gmail.com, ²⁾lokitapurnamika@undiksha.ac.id,³⁾mhsantosa@undiksha.ac.id**Article history***Received:*
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November 22, 2025**Abstract**

This research aimed to explore the development process and evaluate the quality of English supplementary materials integrated with global culture. This study followed a developmental research approach guided by Branch (2009), which consists of five key stages: Analysis, Design, Development, Implementation, and Evaluation. The participants of this study consisted of 25 fifth-grade students and an English teacher. A total of 25 students and one teacher were purposefully selected using a purposive sampling technique. To gather comprehensive data, the study employed a combination of content analysis, interviews, and surveys. The development of the English supplementary materials integrated with global culture for fifth-grade students followed a multi-step process from designing a blueprint outlining topics, learning objectives, and activities that combined English skills with global knowledge, cultural behaviors, and artifacts. The materials were created using Canva to produce a colorful, engaging layout with visual elements and a friendly character named Squirrel as a guide. The content was adapted from the fifth-grade primary English textbook, My Next Words, and enriched with global cultural elements. The developed English supplementary materials integrated with global culture were effectively implemented in the classroom and received positive feedback from students, teachers, and experts. The user and expert judgments further confirmed the quality of the materials, with an average rating of 4.36, classifying them as "good" in terms of relevance, design, and global culture integration. These results indicate that the developed supplementary materials are effective, engaging, and beneficial in supporting students' English learning and cultural awareness in the classroom setting.

Keywords: EFL Students, Global Culture, Supplementary Materials**Corresponding author: Helda Krisyana Dewi (heldakrisyana@gmail.com)*

Abstract. Penelitian ini bertujuan untuk mengeksplorasi proses pengembangan dan mengevaluasi kualitas materi pelengkap bahasa Inggris yang terintegrasi dengan budaya global. Penelitian ini mengikuti pendekatan penelitian pengembangan (developmental research) yang mengacu pada model Branch (2009), yang terdiri dari lima tahapan utama: Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi. Partisipan dalam penelitian ini terdiri dari 25 siswa kelas lima dan seorang guru bahasa Inggris. Sebanyak 25 siswa dan satu guru dipilih secara purposif menggunakan teknik purposive sampling. Untuk memperoleh data yang komprehensif, penelitian ini menggunakan kombinasi analisis konten, wawancara, dan angket. Pengembangan materi pelengkap bahasa Inggris yang terintegrasi dengan budaya global untuk siswa kelas lima mengikuti proses bertahap, dimulai dari perancangan kerangka kerja yang mencakup topik, tujuan pembelajaran, dan aktivitas yang menggabungkan keterampilan berbahasa Inggris dengan pengetahuan global, perilaku budaya, dan artefak budaya. Materi dikembangkan menggunakan platform Canva. Konten materi diadaptasi dari buku teks bahasa Inggris kelas lima, *My Next Words*, dan diperkaya dengan elemen budaya global. Materi pelengkap bahasa Inggris yang dikembangkan ini telah diimplementasikan secara efektif di kelas dan mendapatkan respons positif dari siswa, guru, dan para ahli. Penilaian dari pengguna dan para ahli lebih lanjut mengonfirmasi kualitas materi tersebut, dengan rata-rata skor sebesar 4,36 yang mengklasifikasikannya dalam kategori “baik” dari segi relevansi, desain, dan integrasi budaya global. Hasil ini menunjukkan bahwa materi pelengkap yang dikembangkan efektif, menarik, dan bermanfaat dalam mendukung pembelajaran bahasa Inggris serta meningkatkan kesadaran budaya siswa di lingkungan kelas.

Kata-kata Kunci: Pebelajar Bahasa Inggris, Budaya Global, Materi Tambahan

Introduction

Language and culture share a close connection as it serves not only as a medium of communication but also as an expression of cultural identity. Culture reflects the daily life and behaviours of a language community (Guechi & Krishnasamy, 2020). Integrating cultural aspects into English learning provides students with a better awareness of language use within various social and cultural contexts. This is in line with one of the dimensions of the *Pancasila* Student Profile, Global Diversity, which emphasizes the preservation of regional culture and identity, while remaining open in interacting with other cultures and fostering tolerance without ignoring the values of the Indonesian nation itself (Wijayanti, 2023). Furthermore, introducing culture in teaching a foreign language, especially English, is important to enhance cross-cultural understanding, raise awareness of one's own culture, and foster tolerance toward others (Giyatmi, 2021). Teaching culture is also essential in foreign language learning to develop intercultural communicative competence, especially in today's globalized and multicultural world (Sagatova, 2022). Therefore, to promote global diversity among students, it is essential to incorporate intercultural education into the curriculum (Zakso et al., 2021).

All educational stakeholders need to engage in the innovative development of creative teaching media that promote independent learning and improve teaching effectiveness (Dewantari et al., 2021). To effectively introduce cultural elements into English language learning, teachers need the right tools and resources in which case supplementary materials

can be one option. Supplementary material is a useful teaching resource that helps teachers create engaging and motivating lessons (Malicoban et al., 2021). Main books are not the only teaching resource, teachers can also adapt or create materials to meet learning goals and engage students (Hermawan et al, 2021). Supplemental materials enhance students' comprehension and proficiency by providing engaging and varied learning exercises, also encouraging active participation in learning English (Astika et al, 2020). Hence, when these materials integrate cultural elements, they not only support language acquisition but also encourage students to explore and understand global perspectives, making learning more dynamic and relevant.

Integrating global culture into language learning is essential for fostering intercultural awareness and global competence (Giyatmi, 2021; Sagatova, 2022; Zakso et al., 2021). In line with this, supplementary materials hold great potential in supporting the integration of cultural content within English learning (Astika et al, 2020; Hermawan et al, 2021;). However, based on a pre-observation conducted at one of public elementary school in Badung, the English textbook used in Grade 5 still lacks integration of global culture. The teacher reported difficulties incorporating global cultural elements due to the limitations of the current textbook. Instead of emphasizing global perspectives, the materials primarily focus on local culture. For instance, topics such as customs, habits, currency, food, and celebrations are limited to Indonesian contexts. This condition highlights a gap between the intended implementation of the Pancasila Student Profile and its actual classroom practice.

Therefore, this study seeks to fill the gap by developing English supplementary materials that aligned with the Merdeka Curriculum and integrate global cultural elements to support students' English learning and enhance their intercultural awareness. This material specifically targets fifth-grade students, as the current textbook at this level lacks global cultural integration and mostly focuses on local content. Therefore, this article discusses the key issue of developing supplementary materials that integrate global culture for EFL young learners.

Method

As this study followed a developmental research approach, it was guided by the model proposed by Branch (2009). This model was selected because it offers a structured process of designing, developing, and evaluating educational tools. According to Branch (2009), the process of research and development (R&D) consists of five key stages: Analysis, Design, Development, Implementation, and Evaluation. These stages were systematically followed to ensure that the resulting supplementary materials were both effective and relevant to the learners' needs. The participants of this study consisted of fifth-

grade students and an English teacher. A total of 25 students and one teacher of one of public elementary school in Badung were purposefully selected using a purposive sampling technique. This school was chosen as the research setting based on the needs analysis results, which indicated that the students require supplementary materials that integrate global culture into their English learning process. To gather comprehensive data, the study employed a combination of content analysis, interviews, and surveys. Content analysis was conducted to review and evaluate existing English learning materials used in the school. This helped identify the extent to which global cultural elements were currently present or lacking. Interviews were carried out with English teachers to gain insights into their perspectives on the integration of cultural content, their teaching practices, and the challenges they face in using or developing culturally relevant materials. Surveys were distributed to the experts, the teacher and the students to gather feedback on the content of the material, learning experiences, and exposure to global cultures through English lessons.

Findings and Discussion

Findings

This section presents the findings of the study, which consist of two key aspects: the development process of the English supplementary materials integrated with global culture, and the evaluation of their quality as assessed by experts, teachers, and students.

Development Process of English Supplementary Materials Integrated with Global Culture

To determine the needs and the type of English supplementary materials to be developed for fifth-grade students in Badung, observations, interviews with the English teacher, and document analysis were conducted. Based on observation, interview and document analysis, although the textbook used by the school is visually appealing, with colourful layouts, illustrations, and photographs but it offers limited content related to global culture. As a result, opportunities to introduce students to a wider variety of international foods and drinks are limited, indicating that the integration of global cultural elements in the material remains minimal. This analysis highlights the need for supplementary materials to enrich the existing textbook by incorporating a broader range of global cultural content. By providing exposure to diverse foods, drinks, and cultural practices from around the world, students can develop their language skills, global awareness, and intercultural understanding. Therefore, developing English supplementary materials that align with the goals of *Profil Pelajar Pancasila*, which consists of six key dimensions, one of which is global diversity, emphasizing openness to other cultures, cross-cultural interaction, and global awareness, becomes an essential step in supporting students' holistic learning and preparing them to engage in an interconnected world.

There are ten materials that must be created namely; Foods and Drinks, Noun of Quantity, Prices, Disease and Illness, Clothes, Body Parts and Their Function, Adjective to describe Appearance, Comparative Adjective, Superlative Adjective, and Dates and Months were taken from the existing textbook to better support students' English skills and global cultural awareness. After deciding the topics would be developed, the researcher started designing the supplementary textbook by creating blueprint using Microsoft word and layout using Canva to ensure a clear, attractive, and student-friendly appearance. These cultural elements are compiled into the blueprint of the supplementary material by ensuring that each unit or topic contains learning content and activities that touch on one or more of these aspects. The next stage involved drafting the English supplementary materials, where the development of activities and template designs from the earlier phase was continued. Several adjustments were made to ensure the book was appropriately tailored to the students' proficiency level. Following that, the development process continued with the addition of materials and activities for each unit. As much of the content focuses on global culture, it was essential at this stage to include illustrations to provide students with a visual reference for the topics discussed. For example, in Unit 1, the material introduces students to foods from various places that are widely recognized around the world. Several simple activities in this book aim to reinforce basic vocabulary and concepts through recall and practice. Matching tasks are frequently used, where students pair words with corresponding pictures or descriptions, such as matching food names, diseases, clothing items, and body parts. Many are drawn from diverse global cultures to expand students' world knowledge. Fill-in-the-blank exercises also appear in various forms, including identifying tastes of international dishes, selecting appropriate quantifying nouns, and completing sentences with vocabulary related to clothing, comparative adjectives, and months. By using global examples in these simple tasks, students are slowly introduced to cultural diversity while practicing key language structures.

Several creative and collaborative tasks were designed to encourage students to actively participate and produce their own work. There are role-play activities, where students create and act out dialogues based on everyday situations such as visiting the doctor, getting ready for school, or discussing their birthdays. In addition, creative projects such as designing a restaurant menu, making a poster about cultural gestures, creating comic strips using superlative adjectives, and building an interactive calendar are provided. These activities give students chances to work together and include elements from global cultures in their projects. A special section called *Worldy-Pedia* was added as part of the material development to provide supporting cultural information for the students. This section was designed to introduce global topics that align with the primary language themes in the book.

It includes short explanations about currencies used in different countries, examples of traditional clothing from various cultures, and information about seasonal clothing in other parts of the world. It also covers gestures commonly used in different societies and presents interesting superlative facts, such as the biggest, tallest, or smallest things found around the world.

In the development of this book, cultural elements were carefully integrated into the material to enrich students' global understanding. The first element is knowledge, which refers to information students learn about the world. This element was included by selecting factual content that introduces cultural concepts in an accessible way. For example, in the price topic, students are presented with information about different currencies, such as the US dollar and the Rupiah currency conversion. Similarly, in the section about dates and months, students explore calendar, learning about international festivals and special events celebrated in different cultures. This factual information provides students with cultural awareness while remaining connected to the language learning objectives. The second element is behaviour, which covers how people from different cultures act, communicate, and respond in everyday life. In this material, behaviour is represented through health treatments and gestures. The third cultural element is artifacts, which include tangible cultural products such as traditional clothing, foods and drinks, cultural objects, and landmarks that are recognized globally. Visuals and descriptions of these items were selected and integrated throughout the material to incorporate this element.

During the development of the English supplementary book, several pages required revision based on feedback from the supervisor, teacher, and students. The revision started from cover page, define the structure of each unit before continuing with development. The absence of learning objectives in the initial drafts was noted, and other key components were suggested for inclusion. To ensure consistency and alignment with the needs analysis, the same structure was applied to all units. Another suggestion was to consider including a glossary (a list of unfamiliar words, for instance). However, since the main focus of this book is on global culture, it was decided to present such additional information in a special section called *Wordly-Pedia*. This section provides cultural insights and interesting facts that may be new and informative for students.

Quality Evaluation of English Supplementary Materials Integrated with Global Culture

The evaluation results of the developed materials were derived from student responses and expert judgments. Experts reviewed the materials to assess their relevance to the student's learning needs, the integration of global cultural content, and the overall design and presentation. During the trial phase, students gave input on how appealing, clear, and valuable the materials were. The evaluation results showed that the materials were helpful in

the student's learning goals, looked well, and were appropriate for usage in the classroom. It helped both language skills and cultural awareness grow. Students' interview was conducted after the implementation of the English supplementary book. The results of the interviews revealed that students generally responded positively to the English supplementary material integrated with global culture. Most students found the book helpful in learning new vocabulary, especially words related to dates, months, and international events. They mentioned that the book introduced unfamiliar words and helped them recall forgotten words. This shows the material's potential to reinforce and expand students' English vocabulary.

Based on the categorization mode used, the average score of 4.36 was given by the user and the experts, including the "good" category. This result indicates that the developed supplementary materials are considered to have a high level of quality in terms of relevance, attractiveness, and appropriateness for the target learners. The evaluation was conducted after the materials were implemented in the classroom. The rubric criteria were based on the principles for developing supplementary materials and cultural background in language learning. The user judgment aimed to determine the relevance, attractiveness, and appropriateness of the materials for the target learners. The evaluation employed a scoring scale from 1 to 5, with 1 being the lowest and 5 being the highest. The mean score from the user was 4.6. Expert 1 gave a mean score of 4.4, while Expert 2 provided a mean score of 4.1. The combined average of all three evaluations resulted in a mean score of 4.36. These results suggest that both the user and the experts provided positive feedback on the developed materials. Based on the categorization mode used, the average score of 4.36 was given by the user and the experts, including the "good" category. This result indicates that the developed supplementary materials are considered to have a high level of quality in terms of relevance, attractiveness, and appropriateness for the target learners.

Discussion

Based on finding, it could be concluded that the design of English supplementary material integrated with global culture for fifth grade students were created using Canva. The development of the English supplementary materials integrated with global culture for fifth-grade students followed a multi-step process. It began with designing a blueprint outlining topics, learning objectives, and activities that combined English skills with global knowledge, cultural behaviors, and artifacts. The materials were created using Canva to produce a colorful, engaging layout with visual elements and a friendly character named Squirrel as a guide. The content was adapted from textbooks and enriched with global cultural themes such as currencies, traditional clothing, food, landmarks, gestures, and other cultural elements. The book included a variety of learning tasks like matching exercises, fill-in-the-

blank questions, comprehension texts, role-plays, and creative projects like posters and menus to encourage collaborative learning and cultural exploration.

Several studies also indicate that teachers have positive perceptions of the use of Canva in creating learning support materials. The application enhances teaching efficiency and facilitates the creation of engaging and interactive content to boost students' interest in learning (Friatin & Irianti, 2023; Muhsin et al., 2024; Pujiono et al., 2023). This is in line with the findings of the current study, where students showed a preference for engaging content in the supplementary materials designed using Canva. Visually appealing materials have been shown to capture students' attention and boost their motivation to learn. It is also evident that integrating technology into education, such as the use of Canva, is essential for fostering creativity and improving student engagement (Susilawati & Meutiawati, 2024). There are still many other Canva features that can be explored to support a more dynamic and creative learning experience. The use of Artificial Intelligence in Canva provides teachers with new learning experiences, enabling them to enhance their knowledge and skills by integrating technology into the design of learning materials (Susilawati & Meutiawati, 2024). In addition to creating regular teaching materials or exercises, Canva has AI-powered features that can help teachers improve their ability to design HOTS-based questions (Naviri et al., 2024). Other features in Canva, such as audiovisual features, can help solve learning problems by increasing students' motivation, engagement, and understanding of complex topics (Arif et al., 2022).

In the other hand, Canva also has synchronous collaboration features make it ideal for group projects, especially for higher-level students. It fosters teamwork, communication, and digital literacy by allowing students to co-create (Santoso et al., 2024). Thus, the use of Canva in developing English supplementary materials not only supports the integration of global cultural content but also offers an effective and creative platform to design engaging, student-centered resources. This innovation can significantly contribute to improving learning outcomes, increasing cultural awareness, and promoting 21st-century skills among students.

Based on finding of this study, the high level of enthusiasm and curiosity also displayed by students when engaging with global cultural content. Building on (Tantri & Santosa, 2024) framework for integrating local culture in EFL materials, this study demonstrates how a similar process can be applied to global cultural content, suggesting the applicability of their model in broader intercultural education contexts. It was also found that exposure to diverse cultural perspectives indeed engages students by sparking curiosity, encouraging critical thinking, and making learning more dynamic, relevant, and memorable (Hossain, 2024). This implies that integrating global culture supports language acquisition and fosters intercultural understanding simultaneously, preparing students to interact in an increasingly

interconnected world. Furthermore, students' positive responses indicate that culturally enriched materials promote deeper learning and motivation. In language learning, the cultural appeal associated with a language enhances the learning process, making it more relevant and valuable, which helps maintain students' motivation and commitment throughout their language journey (Bagea, 2023). Integrating cultural aspects into English learning is regarded as essential for preparing learners to engage in intercultural communication and dialogue (Madibekovna & Seitzhapparovna, 2016). In this case, English language teachers play a key role in inspiring learners to recognize the benefits of intercultural learning and equipping them with the knowledge, attitudes, and skills needed to apply intercultural competence in their daily lives (Jantadej, 2022). Therefore, teachers need to find the right balance in teaching a foreign language by incorporating intercultural elements, while still valuing and preserving their own culture.

The study also identified a gap between the teacher's positive perspectives toward global cultural integration and their actual teaching practices in the classroom. Although the importance of introducing students to global cultures was acknowledged, the teacher predominantly relied on government-provided textbooks, which emphasized local cultural content and offered limited exposure to global perspectives. This gap underscores the need for supplementary materials that broaden students' cultural views beyond their immediate environment. This research significantly contributes to the English Language Teaching (ELT) field by providing an alternative pathway to introduce global cultural elements into primary EFL classrooms. Previous study indicates that such exposure can enhance intercultural awareness and classroom motivation (Sihombing & Asnawi, 2023). The supplementary materials developed in this study offer students opportunities to engage with diverse cultural themes, enabling them to encounter authentic global contexts that are often absent from standardized textbooks. Exposure to such materials can cultivate intercultural awareness, foster curiosity about the world, and enhance students' motivation to learn English as a global language. Moreover, the study offers a practical model for material development by detailing the process of creating culturally enriched resources using a digital design platform (Canva). This aspect highlights the potential of integrating technology in the development of English learning materials, providing teachers with accessible tools to design engaging and visually appealing content. Research indicates that platforms like Canva promote creativity, user-friendliness, and the development of multimodal media, all of which are essential for innovation in EFL contexts (Pulungan et al., 2024; Sari et al., 2023). By demonstrating this process, the research supports the growing movement toward digital material development in EFL settings. It emphasizes the role of teachers as active material designers capable of promoting global cultural awareness in their classrooms.

Conclusion

As a result, the supplementary materials will cover ten main topics from the existing textbook, aiming to broaden learning through exposure to global cultural themes. The development of the English supplementary materials integrated with global culture for fifth-grade students followed a multi-step process. It began with designing a blueprint outlining topics, learning objectives, and activities that combined English skills with global knowledge, cultural behaviors, and artifacts. The materials were created using Canva to produce a colorful, engaging layout with visual elements and a friendly character named Squirrel as a guide. The developed English supplementary materials integrated with global culture were effectively implemented in the classroom and received positive feedback from students, teachers, and experts. During implementation, students demonstrated high engagement with the materials, showing interest in the colorful design, clear instructions, interactive activities, and new vocabulary and cultural content presented. Students reported that the materials were fun, easy to understand, and helpful in learning English, especially with new words related to dates, months, and global cultural topics, which they found exciting and motivating. The user and expert judgments further confirmed the quality of the materials, with an average rating of 4.36, classifying them as “good” in terms of relevance, design, and global culture integration. These results indicate that the developed supplementary materials are effective, engaging, and beneficial in supporting students’ English learning and cultural awareness in the classroom setting.

The main contribution of this study lies in addressing the gap in existing English learning resources by offering culturally enriched supplementary materials that go beyond local content. This study highlights the importance of exposing students to global cultural elements at an early age to develop intercultural awareness and prepare them for participation in an increasingly interconnected world. Additionally, this research contributes to the field by demonstrating the effective use of Canva as a practical, creative platform for developing English teaching materials that incorporate global culture. The integration of technology not only enhances the visual appeal and interactivity of the materials but also supports the development of 21st-century skills such as creativity, digital literacy, and collaboration. This study provides a model for how teachers can leverage user-friendly technology to design engaging, culturally diverse learning experiences. Future studies are encouraged to further explore the impact of globally integrated materials on students’ intercultural competence, language proficiency, and attitudes toward cultural diversity over a longer period and in varied learning contexts.

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