



Cultural Representation in English Textbook Produced By English Course in Pesantren

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Abstract: This study examines cultural representations in two English books used by pesantren educational institutions, the English Conversation Club (ECC) and the English Learners Association (ELA) at Pesantren Darussalam Blokagung. This study used a qualitative approach with a descriptive approach. Data collection was conducted through content analysis and interviews. Informant sources include textbook writers and English course instructors. In contrast, the data analysis used Miles and Huberman's data reduction, data analysis, and inference simulation techniques. The results showed that the textbook contained four cultural values: tolerance, equality, justice, and democracy. The value of tolerance is shown in the interaction between people from different cultures. The value of equality is shown in the inclusive delivery of materials. Both informative texts, conversations, and opinion writing exercises demonstrate fairness, and texts that emphasize balance in decision-making demonstrate a democratic approach. Textbooks do two things: they help students learn the language and protect the culture of boarding schools around the world. To help students become confident and culturally sensitive communicators in the era of globalization, this study suggests the creation of relevant teaching materials.

Keywords: culture; english; representation; pesantren

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INTRODUCTION

The cultural context in English not only provides insight into the culture of its native speakers but also opens up space to understand, appreciate, and represent local cultural diversity in global interactions. According to Poerwanto (2024), Telaumbanua (2024), and Azwan et al. (2024), the cultural context in English is important because language is not only a means of communication, but also a reflection of the values, traditions, and perspectives of a culture. By understanding the cultural context in English, students not only learn about the culture of native speakers but also get the opportunity to represent their local culture in global forums. This helps build cross-cultural communication skills, increases self-confidence in interacting with diverse communities, and fosters a stronger local cultural identity within a global context. Language is a "carrier of culture" that reflects the way of thinking, values, and traditions of the people who use it (Ayuanita & Rizam, 2025; Widiyanarti et al., 2024; Zainuddin et al., 2025). In learning English, understanding the cultural context is crucial for developing effective and culturally sensitive communication competencies. Language functions more than just a means of communication; it reflects the values, traditions, and perspectives of a culture. According to Al-Assad and Abdullah (2025), Bouti et al. (2024), and Widiyanarti et al. (2024), understanding the cultural context in English enables students to strengthen their local cultural identity, build cross-cultural communication skills, and increase their confidence in global interactions. As a "culture carrier," English becomes a bridge that connects the world without ignoring local cultural roots.

Cultural representation in English not only reflects global cultural diversity but also shows how local values can be maintained and promoted through language (Marlina et al., 2024; Gusmuliana et al., 2023). Cultural diversity presented in textbooks can enrich students' insights into global cultural perspectives, so that they not only learn language as a means of communication, but also understand the cultural values that accompany it. Language learning accompanied by cultural representation can enhance students' intercultural understanding, enabling them not only to learn the language as a means of communication but also to grasp the social and cultural values embedded in it. As explained by Kosasih et al. (2023), Jaya et al. (2023), and Sudewi et al. (2025), cultural representation in English learning plays a crucial role in reflecting global cultural diversity while preserving and promoting local cultural values. As a medium of communication and identity, English enables students to navigate the global world while preserving their cultural roots. Therefore, the integration of cultural representations in English language learning not only enhances students' cross-cultural competence but also fosters a deeper appreciation of local identity, serving as a harmonious bridge between globalization and the preservation of local culture. Arikarani et al. (2025), Arpani et al. (2025), and Habibulloh et al. (2024) reinforce this idea, showing that language learning integrated with cultural representations can

enhance students' understanding of social and cultural values, making language not only a means of communication but also a means of building cross-cultural relationships. As suggested by cultural representations in textbooks, they play a crucial role in fostering students' cross-cultural awareness.

English textbooks can be an effective means of teaching English with an approach based on *pesantren* values; therefore, it is necessary to study further how the material in this book reflects the integration of local culture and *pesantren* spirituality in English language learning. The English Conversation Club book offers great potential in teaching English with an approach that is relevant to *pesantren* values. By incorporating *pesantren* values, the material in the book becomes more relevant to the cultural and religious backgrounds of the students. This helps them understand English through a familiar context that aligns with everyday life in *pesantren*, making learning feel more natural and meaningful. As explained by [Umayrah et al. \(2025\)](#) and [Haluti \(2024\)](#), learning that is connected to students' real experiences and culture is more effective. The integration of Islamic values and *pesantren* traditions into English learning materials allows students to learn in a context that is close to their lives. Based on the [Wirayanti et al. \(2024\)](#), [Satiadharmanto and Rahman \(2024\)](#), and [Suhaimi et al. \(2025\)](#), *pesantren* focuses on character building and spirituality. However, *pesantren* do not only focus on Islam, but also provide opportunities for students to develop other skills, including in the field of language. Therefore, it is essential to examine more closely how this book presents material that not only teaches language but also reflects the local culture and spiritual principles of *pesantren*. According to [Rambe et al. \(2024\)](#), [Arifin et al. \(2024\)](#), and [Antika and Muyassaroh \(2025\)](#), *pesantren* are currently also starting to integrate foreign language learning, such as English, while maintaining Islamic values and local culture. This shows that an approach based on Islamic boarding school values in learning English can create an effective balance. English textbooks produced by English language course institutions in Islamic boarding schools have great potential as a means of teaching English with an approach based on *pesantren* values, which not only focuses on language teaching, but also on developing students' character and spirituality.

This research not only contributes to the development of teaching materials in the *pesantren* environment, but also makes an important contribution to the field of English education studies in general, especially in terms of developing culturally responsive teaching materials. By analyzing cultural representations in local textbooks and their relationship with specific socio-religious contexts, this research expands our understanding of the importance of compiling learning materials that focus not only on linguistic competence but also on intercultural competence. In addition to [Andini and Sirozi \(2024\)](#), the findings of this study can serve as a reference for curriculum developers, teachers, and textbook writers in compiling teaching materials that are more inclusive and sensitive to the local context, while also acknowledging the global cultural horizon. Thus, this study contributes to encouraging more culturally diverse English language learning practices, preventing cultural homogenization in language learning, and strengthening local values as part of foreign language learning.

METHODS

[Kusumaningrum et al. \(2023\)](#) present research technical information clearly and concisely. Thus, readers can conduct research based on the techniques presented. Material and equipment specifications are required. Approaches or procedures of study, along with data analysis methods, must be presented. This study uses a descriptive qualitative approach to analyze cultural representations contained in English textbooks produced by English language course institutions in *pesantren*. The qualitative approach was chosen because the main purpose of this study is to identify, categorize, and interpret various aspects of culture contained in the textbooks. The primary focus of this study is to examine how local, national, and global cultural aspects are represented in learning materials and how the educational context in *pesantren* shapes these representations.

The data in this study were collected through various complementary techniques to gain a more comprehensive understanding of cultural representation in English textbooks. The data collection techniques include content analysis and interviews. Content analysis aims to collect and examine in depth the contents of textbooks, including reading texts, dialogues, illustrations, and exercises. The steps in content analysis include formulating research questions, creating coding and categorization guidelines, collecting data, coding the data, processing the data, and interpreting the data. Furthermore, this interview provides important insights into stakeholder perspectives on the learning process. The informants in this study are presented in Table 1.

Table 1. Sources of Informants

Name	Position
AA	Person responsible
BB	ECC book author
CC	ECC course leader
DD	ELA course leader
EE	ELA book author

Based on Table 1, the sources of information for this study include the person in charge and author of the ECC and ELA English language textbooks at the Pondok Pesantren Darussalam Blokagung course. The data were analyzed according to the Miles and Huberman method. The first stage is data reduction, where the researcher categorizes the data obtained from textbooks and interviews based on emerging cultural themes, including local, national, and global culture. This process aims to filter and focus the data to make it easier to analyze. The next stage is the categorization stage, which involves determining the category of cultural representation contained in the textbook based on Stuart's theory of cultural representation (Kusumaningrum et al., 2023) and other related theories. This categorization helps researchers classify the forms of cultural representation that emerge, both explicit and implicit, and understand how the culture is presented in English language learning materials. The final stage in data analysis is interpretation, where the researcher attempts to understand and reveal the cultural messages contained in the textbook, considering both the meaning conveyed and the socio-cultural context behind it.

The last stage is data validity. This study employs triangulation techniques, utilizing various methods and sources: method triangulation and source triangulation. Method triangulation is achieved by comparing data from various collection techniques, such as interviews and content analysis, so that the research results are stronger and do not depend on just one approach. Meanwhile, source triangulation is achieved by obtaining data from various parties, such as the authors of learning books for members of the English Conversation Club (ECC) and the English Learners Association (ELA), to ensure that the interpretation of the material in the book is not subjective. By applying these two types of triangulation, research can produce valid, objective, and reliable data, providing a more comprehensive picture of cultural representation in English textbooks at ECC and ELA.

RESULT AND DISCUSSION

This study aims to analyze cultural representations in English textbooks used in English courses at Pesantren Darussalam Blokagung. Textbooks in pesantren often exhibit characteristics that reflect local religious and cultural values, thereby reflecting the social and cultural context in which they are used. This study aims to investigate the extent to which these cultural representations can support English language learning while fostering an appreciation of cultural diversity. Cultural values such as tolerance, equality, justice, and democracy can be recognized through several important indicators. Tolerance is reflected in mutual respect for differences in religion, ethnicity, culture, and opinion. Equality is characterized by the fair treatment of all individuals, regardless of gender or social status, promoting equality and non-discrimination. Justice is shown through siding with the truth, granting rights proportionally, and resolving conflicts fairly. Democracy is seen in freedom of opinion, collective decision-making, and active participation in social life. These four values serve as important foundations in shaping multicultural character and awareness within the learning context. In this study, two English textbooks used in pesantren became the object of analysis, with attention paid to the elements that comprise the content and design of the books, including their distinctive covers.

Pesantren, as an Islamic educational institution, continues to innovate in improving the quality of its learning. Since October 21, 2020, the pesantren has begun providing English course guidebooks, specifically the English Conversation Club (ECC). As of January 22, 2022, an English Learners Association (ELA) book is also used at Pesantren Darussalam Blokagung. The books are attractively designed, both in terms of content and visuals, to support the learning process. With ECC and ELA, students can learn systematically, have a clear reference, and explore the material more deeply. The ECC and ELA English textbooks are also designed to meet the needs and characteristics of learning in pesantren, making them relevant to the values of Islamic education while addressing the challenges of the times.

The results of the interview with BB and CC revealed that the English learning books used in the English Conversation Club (ECC) and English Learners Association (ELA) at Pondok Pesantren Darussalam Blokagung are designed to support a more systematic and interactive learning process. Interactive Learning Process in the context of pesantren refers to a learning method that involves active participation of santri in the learning process. This process aims to create a dynamic learning environment where students can interact with teachers, peers, and learning materials in more depth. Table 2 presents material in the book that shows an interactive approach.

Table 2. Materials in ECC and ELA books

Book title	Material	Chapter	Page	Year
English Conversation Club (ECC)	Introduction to speaking and listening Structure Reading Comprehension	Greetings, numerals, telling time, direction, and daily activities. Parts of speech, tenses, questions, and articles. Procedure text, narrative text, announcement text, anecdote	(62)	2020
English Learners Association (ELA)	BASIC LEVEL Speaking and Listening Grammar Writing and Reading INTERMEDIATE LEVEL Speaking and Listening Grammar Writing and Reading ADVANCED LEVEL Speaking and Listening Grammar Writing and Reading	BASIC LEVEL Greetings, numerals, telling times, direction, and daily activities. Parts of speech, tenses, and question words. Descriptive text, procedural text. INTERMEDIATE LEVEL Expression of asking and offering help, of gratitude, and of apology. Passive voice, modal auxiliaries, and conditional sentences. Narrative text, recount text. ADVANCED LEVEL Language and informal letters Gerund, infinitive, degree comparison. Formal and informal letters, Announcement text	(82)	2022

Based on Table 2, the ECC book is structured with a clear structure, covering various levels of material and practice questions in each chapter as a means of evaluation. The compilation involves administrators and tutors to ensure that the material aligns with the needs of students. Meanwhile, the ELA book envisions creating an active and communicative English learning environment, with programs designed to enhance students' language skills beyond the formal classroom. These two books are not only learning guides, but also contain cultural values such as tolerance, equality, justice, and democracy, which are reflected in the material taught. The cultural representation in the English textbooks used by Pesantren Darussalam Blokagung incorporates values of tolerance, equality, justice, and democracy. The data and explanations are as follows:

In the preparation of ECC (English Conversation Club) and ELA (English Learners Association) textbooks, a cultural discussion contest is included to promote tolerance and understanding. Tolerance is an attitude that respects and accepts differences, including differences of opinion, beliefs, and practices (Syifaashoba et al., 2023; Sukandarman & Sofa, 2024; Royikin et al., 2025). Tolerance also means refraining from imposing one's will, avoiding criticism, and refraining from demeaning others. Integration of cultural elements into English textbook preparation as an effort by Pesantren to introduce local culture in terms of tolerance. This was revealed in an interview with BB, as the author of the ECC English textbook, as follows:

"ECC textbooks at Pesantren Darussalam Blokagung cover various themes, such as daily activity, descriptive text, procedure text, and news item text. The examples in this module are taken from the cultural pathway, so that students can understand language in diverse cultural contexts."

Then it was further strengthened by CC as the author of the ELA English textbook as follows:

"Meanwhile, English Learners Association textbooks often contain texts from various countries. This cultural diversity indirectly teaches tolerance to students by providing an understanding of other cultures."

Based on an interview with BB as the author of the ECC textbook, it was revealed that the ECC (English Conversation Club) textbook at the Pesantren Darussalam Blokagung showed that this module covers various themes, such as daily activity, descriptive text, procedure text, and news item text, with examples taken from the cultural pathway. The English Learners Association textbook often contains texts from various countries, promoting cultural diversity that indirectly teaches tolerance through an understanding of other cultures. To clarify the data above, it is presented in Table 3.

Table 3. Representation of Tolerance Culture in Darussalam ECC and ELA Books

Data	Page	Information
Function of Language in Presentation 	CHAPTER 1:102 (English Conversation Club)	Presenters included men and women in clothing that reflected diverse cultures.
Talking to Strangers 	CHAPTER 1:63 (English Conversation Club)	Reflect tolerance by teaching cultural awareness in communication, respecting personal boundaries, and being polite to strangers.
Telling Time 	CHAPTER 3:8 (English Learner's Association)	reflecting differences in language and customs in conveying information between countries or communities.
Greetings 	CHAPTER 1:4 (English Conversation Club)	The conversation in the picture shows an attitude of mutual care between two individuals with possibly different backgrounds.
Greeting 	CHAPTER 1:1 (English Learners Association)	This image reflects tolerance through the harmonious interaction of two students who respect each other and share common interests, despite their differences.
Descriptive Text 	CHAPTER 1:88 (English Coverage Club)	Makam KH. Mukhtar Syafaat reflects spirituality and tolerance through facilities for pilgrims.
Daily Activities 	CHAPTER 5:15 (English Conversation Club)	depicts daily activities that reflect cultural diversity and customs, especially in terms of religious practices.

Source: processed by researchers based on interviews and content analysis

According to Table 3, there are seven representations of tolerance culture in ECC and ELA English textbooks that reflect these cultural values, such as diversity, respect for differences, and mutual care. Incorporating the value of tolerance in English textbooks is crucial because language is not only a means of communication but also reflects culture and social values (Husen & Husni, 2025; Yanti et al., 2024; Qomariyah & Hasan, 2025). English textbooks at Pesantren Darussalam Blokagung show the results of tolerance values and support character education, forming a more open, caring, and empathetic person towards others. In addition, in the era of globalization, characterized by intercultural interactions, the value of tolerance in ECC and ELA textbooks becomes more relevant to real life in pesantren, enabling students not only to master English but also to develop a broader cultural awareness.

The compilation of ECC (English Conversation Club) and ELA (English Learners Association) textbooks also includes a cultural language contest as part of an equality initiative. Wewi and Kurniawan (2024), Gadafi (2025), and Sari (2024) state that equality is a condition in which the rights and obligations of all individuals are equal. Equality can also be interpreted as a state in which everyone has the same position and level. By presenting various texts, including daily activities, descriptive texts, and news item texts, this module compares daily life in Indonesia with that in other countries. This was expressed in an interview with BB, as the author of the ECC English textbook, as follows:

"The ECC module is designed to instill cultural equality in English language learning, so that students not only learn the language but also understand the values of equality in various contexts."

Then it was reinforced again by CC as the author of the ELA English textbook as follows:

"The representation of equality in ELA textbooks is reflected through text, images, and dialogues that display various cultural backgrounds, genders, and professions inclusively, so that students can see diversity in everyday life."

The results of the interview with BB, the author of the ECC textbook, revealed that the English language learning book, or ECC module, was designed to instill cultural equality in English language learning. Furthermore, this is corroborated by Miss Istamir, the author of ELA textbooks, who revealed that equality is reflected through texts, images, and dialogues that display various cultural backgrounds, genders, and professions inclusively. ECC and ELA books not only teach English but also form an attitude of equality towards differences. To clarify the data above, it is presented in tabular form as follows:

Table 4. Representation of Equality Culture in Darussalam ECC and ELA Books

Data	Page	Information
Telling Times 	CHAPTER 3: 8 (English Conversation Club)	This image reflects equality by presenting two styles of time fairly and showing equal conversation without dominance.
Procedure Text 	CHAPTER 4: 8 (English Conversation Club)	These guidelines promote equality by providing everyone with equal access to learning and creating.
Anecdote Text 	CHAPTER 4:56 (English Conversation Club)	Kyai Sobron treats all students fairly, regardless of background. Lighthearted conversations reflect an egalitarian relationship between teacher and student.
Descriptive Text 	CHAPTER 5:92 (English Conversation Club)	reflecting equality by providing Asy-syifa' mineral water for all, especially students, at affordable prices.
Advertisement Text 	CHAPTER 5:93 (English Conversation Club)	This skincare product embodies equality by catering to everyone, including women who wear the hijab, without discrimination.
Advertisement Text 	CHAPTER 5:95 (English Conversation Club)	The first story shows equality in educational responsibilities, while the second story emphasizes Abu Ali's justice towards his donkey.

Source: processed by researchers based on interviews and content analysis

Table 4 presents six representations of equality found in ECC and ELA textbooks across various text types, including procedures, anecdotes, descriptions, and advertisements, which explicitly convey the values of equality and inclusiveness. For example, in the material "Telling Time," two styles of time are presented equally to show that there is no superior style. In procedure texts, all students are given equal access to learn and create. The anecdotal text displays an egalitarian relationship between teachers and students, regardless of background. In the descriptive text, Asy-syifa' mineral water is described as a product accessible to all groups at affordable prices, reflecting economic equality. Two advertising texts also reflect equality; the first targets all groups, including women wearing hijabs, and the second depicts equality in education and the fair treatment of animals. The findings show that ECC and ELA textbooks not only serve as language learning media but also as tools to foster social awareness and inclusivity values among students. By presenting diverse representations, the books help to dispel stereotypes and promote a broader understanding of social and cultural diversity. In addition, this approach reflects the importance of using teaching materials that not only focus on the linguistic aspects but also introduce the value of inclusivity.

The compilation of ECC (English Conversation Club) and ELA (English Learners Association) textbooks also includes a cultural language contest in the form of a justice initiative. Based on Sugianto's (2024) theory, justice is a principle that entails being impartial, siding with the right, and granting rights to those who are entitled. Justice also means giving what is worthy of being given to someone. With this approach, ECC members are encouraged to recognize that each culture has unique characteristics that cannot be standardized; however,

similarities can still be found in universal values such as justice and equality. This was expressed in an interview with BB, as the author of the ECC English textbook, as follows:

"The ECC textbook presents various perspectives in everyday life, with a primary focus on fairness in cultural representation. This is reflected in the selection of texts such as descriptive text, procedure text, and news item text, which not only describe the activities of people from one culture, but also compare customs from different countries, including in terms of worship, working hours, and other social customs."

Then it was further strengthened by CC as the author of the ELA English textbook as follows:

"In the ELA textbook, the concept of justice is presented in a cultural perspective, where students are invited to understand how justice is applied in various contexts around the world. This helps them see the differences and similarities in justice values across cultures."

The interview results from BB and CC, the authors of the ECC and ELA textbooks on cross-cultural understanding, present various perspectives in everyday life. One of the main focuses is justice in cultural representation, which is reflected in the selection of texts, including descriptive texts, procedural texts, and news item texts. The book not only describes the activities of people from one culture, but also compares the customs of various countries, including in terms of worship, working hours, and other social customs, this makes the ECC and ELA book a learning tool that is not only language-oriented, but also forms an inclusive attitude and appreciates cultural differences. To clarify the data, it is presented in Table 5.

Table 5. Representation of Justice Culture in Darussalam ECC and ELA Books

Data	Page	Information
Narrative Text 	CHAPTER 4:95 (English Conversation Club)	It reflects justice through Raden Sahid's changes after meeting Sunan Bonang, highlighting the consequences of actions and the importance of moral learning.
News Item 	CHAPTER 5:127 (English Conversation Club)	It reflects justice through the efforts of the rescue team, which evacuated all landslide victims without discrimination.

Source: processed by researchers based on interviews and content analysis

According to Table 5, there are two cultural representations of justice in ECC and ELA English textbooks that reflect these cultural values, such as emphasizing the consequences of actions and the efforts of the rescue team that evacuated the landslide. This is evidence of the importance of writing textbooks that incorporate the value of justice. The importance of including the value of justice in English textbooks to prepare for today's world, which requires individuals to be able to interact with various cultural backgrounds fairly and without prejudice. Textbooks that incorporate the value of justice form learners who are better equipped to navigate a multicultural environment. By incorporating the value of justice, ECC and ELA textbooks serve not only as a source of language learning but also as a tool to form individuals who are more inclusive, critical, and prepared to interact fairly in a global society.

The compilation of ECC (English Conversation Club) and ELA (English Learners Association) textbooks also includes a cultural language contest in the form of a justice initiative. Cornelia et al. (2024) stated that democracy is a system of government that gives supreme power to the people. In a democracy, the people have the right and freedom to determine the government's policies and direction. Democracy is not only a political concept, but it is also reflected in education, especially in the learning of English. Through texts, conversations, and debates, students are invited to understand individual freedom and rights, in line with the principles of democracy that place the people as the holders of supreme power. Thus, language education plays a role in instilling democratic values and shaping students' critical thinking. This was expressed in an interview with BB, as the author of the ECC English textbook, as follows:

"ECC textbooks are designed to build cross-cultural understanding by highlighting democratic values, such as tolerance, equality, and justice. Through various types of texts, such as daily activity, descriptive text, procedure text, and news item text, members are invited to explore cultural differences and similarities between Indonesia and other countries."

Then it was reinforced again by CC as the author of the ELA English textbook as follows:

"In ELA textbooks, the concept of democracy is often presented through informative texts, conversations, and opinion writing exercises about freedom and individual rights. In this way, students can understand democracy in a broader context."

The results of the interview with BB, the author of the ECC textbook, the English learning book, or the ECC learning module, are designed to build cross-cultural understanding by highlighting democratic values, such as tolerance, equality, and justice. Through various types of daily activity texts, descriptive texts, procedure texts, and news item texts, members are invited to explore cultural differences and similarities between Indonesia and other countries. CC, as the author of the ELA book, revealed that English textbooks often include material about democracy through informative texts, conversations, and opinion writing exercises on freedom and individual rights. To clarify the data above, it is presented in Table 6.

Table 6. Representation of Democratic Culture in ECC and ELA Darussalam Books

Data	Page	Information
Announcement Text 	CHAPTER 4:55 (English Conversation Club)	This announcement provides a fair opportunity for all members to participate in and contribute to the selection process transparently.
Recount text 	CHAPTER 5:98 (English Conversation Club)	This image reflects democracy through the people's struggle for political freedom and justice in Indonesia.

Source: processed by researchers based on interviews and content analysis

According to Table 6, there are two representations of democratic culture in ECC English textbooks that reflect the values of the culture, such as the opportunity to participate and freedom of expression. This is evidence of the importance of writing textbooks by including cultural values. With these efforts, textbooks not only focus on language learning materials but also incorporate cultural values into them. Thus, the ECC and ELA textbooks incorporate cultural values into their material. These cultural values include tolerance, equality, justice, and democracy. Cultural values integrated into ECC and ELA textbooks play a crucial role in shaping the character of students who are broad-minded and noble. This is confirmed by [Nur \(2024\)](#) and [Haluti et al. \(2025\)](#), who stated that English textbooks should incorporate cultural values. Tolerance in this textbook is reflected through the presentation of texts from various cultures, which helps students understand and appreciate differences without imposing their will. Equality is realized through the fair representation of gender, profession, and culture in text, images, and dialogue, thereby fostering an understanding that every individual has the same rights in social life. In addition, the value of justice is introduced through texts featuring various cultural perspectives, allowing students to understand the concept of justice in diverse global contexts and apply it in their daily lives. Democracy is also an important part of this textbook, which is packaged in informative texts, conversations, and opinion writing exercises that emphasize freedom of expression and individual rights. With these values, the ECC and ELA textbooks not only help students master the English language but also shape them into individuals who are inclusive, fair, and ready to contribute to a multicultural society while upholding the existing pesantren values.

ECC and ELA textbooks in pesantren serve not only as a medium for learning English but also as a means of internalizing multicultural values that align with pesantren traditions. [Mulyani and Afghani \(2024\)](#) demonstrate that English textbooks in pesantren not only play a role in language teaching but also serve as a means of internalizing multicultural values in accordance with the traditions and principles of pesantren. By integrating cultural elements in learning, this book introduces the value of tolerance through various texts from different cultures, instills equality with inclusive representations, and builds awareness of justice by presenting balanced perspectives in teaching materials. In addition, the value of democracy is also taught through texts and exercises that emphasize individual rights and freedoms, enabling learners not only to understand the language but also to gain a broad insight into diversity. The contribution of these findings is not only relevant to the context of English language learning in a pesantren environment but also has broader implications in the context of ELT in general. This integrative approach highlights the significance of cultural representation in teaching materials, as it helps shape cross-cultural understanding, strengthen character education, and foster more meaningful and contextualized language learning. Therefore, the results of this study can serve as a reference for the development of English teaching materials that are more inclusive, socially relevant, and in line with the principles of global education, both in Indonesia and in various other educational contexts.

CONCLUSION

This study analyzes the cultural representations in two English textbooks, English Conversation Club (ECC) and English Learners Association (ELA), used in Pesantren Darussalam Blokagung. The results show that both books contain the main values of pesantren, namely tolerance, equality, justice, and democracy. These books not only function as a medium for language learning but also as a means of preserving local culture in a global context. The integration of cultural values in language learning contributes to the character development of santri and the enhancement of multicultural awareness, so that they are not only linguistically competent but also possess intercultural competence. This supports a more contextual and inclusive English learning model, in accordance with the needs of santri in the era of globalization. This finding underscores the importance of developing teaching materials that reflect learners' diverse cultural backgrounds. This research also opens up opportunities for further studies, such as measuring the effectiveness of cultural integration in textbooks or exploring santri's views on cultural representation in learning. Overall, the ECC and ELA books offer a model of culturally responsive language learning in an Islamic educational setting.

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