

International Journal of Students Education



Page 286-289

ISSN 2988-1765

Vol 2 No 1 2024

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CULTURAL LITERACY AND CITIZENSHIP BASED IN ELEMENTARY SCHOOLS

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Abstract

Cultural and civic literacy is an important aspect of education in elementary schools. Aims to analyze different approaches in developing cultural and civic literacy in elementary schools. The cultural and primary literacy levels of this research. Various literature studies show that students have difficulty understanding cultural values and the concept of citizenship. Lack of exposure to local wisdom, limited integration of local wisdom in the curriculum, and focus on academic achievement are the main challenges. This research uses a qualitative descriptive approach by analyzing data from field observations, interviews with teachers and students, as well as documentation studies explaining the importance of learning and applying it in the learning process. This research is qualitative with a literature study approach, using books and literature as the main sources. This research is expected to contribute to increasing cultural and civic literacy, forming a young generation who understands culture, citizenship and the values that underlie national and state life.

Keywords : Local Wisdom, Cultural Literacy and Citizenship, Elementary School

Introduction

In this era of globalization, the level of cultural and civic literacy among elementary school students can be categorized as low. This highlights fundamental problems that require serious attention in educational development. Field data and observations show that many students face difficulties in understanding and appreciating cultural values and the concept of citizenship. Often, students do not have enough exposure to local wisdom or their cultural heritage. This is caused by the lack of integration of learning materials related to local wisdom in the elementary school curriculum. As a result, students may miss opportunities to develop a deep understanding of their own cultural identity. Education systems often focus on academic achievement in core subjects such as mathematics and languages. In fact, cultural literacy has urgency in education because it involves a deep understanding of cultural aspects such as language, customs, values, norms, food, art, and daily life practices inherited by certain human groups (Safitri & Ramadhan, 2022). In reality, what is happening in school literacy culture in Indonesia is still worrying. Quoted from the National Literacy Movement guidebook, according to the language development and development agency (BPPB, 2016, p.vii) the results of the progress in international literacy study (PIRLS, 1997) survey regarding the literacy culture of elementary school students in 45 countries, places Indonesia at the top ranked 41st and 45th participating country. This is also reinforced by the program survey for international students assessment (PISA, 2000) which states that Indonesia is ranked 64th out of 65 participating countries in a survey on literacy culture in ASEAN countries, Indonesia's ranking is even below Vietnam, a country that is much younger than Vietnam. Indonesia. The two survey results above are enough to provide an illustration of the low literacy culture of school children in Indonesia, especially the lack of cultural and civic literacy. The Indonesian nation is trying to instill cultural and civic literacy, so that elementary school children can understand diversity and responsibility as citizens. This effort is based on the design of school literacy activities designed by the Ministry of Education and Culture in 2015 (KEMENDIKBUD, 2015). Then the 2015 world economic forum (in Nudiati & Sudiapermana, 2020, p.36-37) determined literacy skills to be six basic

literacies. One of the six basic literacies established is cultural and civic literacy. Suyono (2011) states that "Literacy is the basis for developing effective and productive learning, enabling students to be skilled in searching for and processing information that is really needed in a science-based life" (Rahmawati, Hadi, & Zidni, 2021, p. 195). According to Hardiansyah, ddk (2017) that "Cultural literacy is the ability to understand and behave towards Indonesian culture as a national identity. Meanwhile, civic literacy is the ability to understand the rights and obligations as a citizen" (p.3). Cultural and civic literacy is the ability of individuals and society to behave towards their social environment as part of a culture and nation. To achieve this goal, every elementary school is expected to have implemented cultural and civic literacy embedded in the world of education. Based on several research results, it can be said that cultural and civic literacy in each school is definitely different. Not all students and schools are able to implement this well, so it still requires attention and supervision. It's just that in previous research there was no specific study regarding cultural and civic literacy in elementary schools, so this research focused on this study with the aim of finding out cultural and civic literacy in elementary schools. By better understanding the development of cultural and civic literacy in elementary schools, we can contribute to forming a young generation who has a strong understanding of culture, citizenship and the values that underlie national and state life.

Research Methodology

This research focuses on the approaches used by each school in developing cultural and civic literacy. The research subjects also involved teachers and students from these schools, with the aim of analyzing learning practices and developing cultural and civic literacy carried out at the elementary school level. In this research, field observations can be used to directly observe learning activities related to cultural literacy and citizenship in elementary schools that are the subject of research. Interviews with teachers and students can provide insight into their perspectives regarding the approaches used and perceived benefits of cultural and civic literacy programs. Commentary studies can complement data by collecting information from school policies, previously implemented programs, and written materials related to cultural literacy and citizenship. In analyzing the data collected, researchers will look for patterns, findings and emerging themes related to the approach used by each school. This will help in building a more complete picture of existing practices and how cultural and civic literacy is being developed in each school.

Result & Discussion

Cultural Literacy and Citizenship

1. Habituation

Every Monday morning from 07:15 to 07:45 before teaching and learning activities begin, all students and teachers perform a flag ceremony. During the ceremony, they also sang Indonesia Raya songs and national songs, and were introduced to the culture in Riau and the culture in Indonesia. This cultural introduction is usually carried out in Riau Malay Culture and arts and culture subjects, using books about culture in schools.

2. Development

This school organizes dance extracurriculars for students. Usually, this dance performance is performed at school farewell events. This activity aims to enable students to see the dance process directly and arouse curiosity and interest from other students. The goal is so that the dance field can develop further and this culture does not become extinct. Teachers also always remind us of the importance of following school regulations in order to become exemplary students who become good citizens.

3. Learning

In the learning stage, this school strengthens culture through Riau Malay Culture and Arts and Culture subjects.

Things to do

1. Time: Usually held on Monday mornings at 07:15 – 07:45, namely flag ceremony activities and subjects on Riau Malay culture, arts and culture, and PKN.
2. Activities: Every Monday morning, students sing the Indonesia Raya song and national songs during the flag ceremony. Apart from that, there is an introduction to the traditions and characteristics of cultures in Indonesia through books and an understanding of being a good citizen.
3. Description: This activity aims to enable students to remember national songs and cultures in Indonesia.

Preserving local wisdom through transformation in the education process is very necessary because local wisdom contains eternal good values and is important for preparing the nation's next generation today. Local wisdom is also defined as knowledge of local culture, local skills, local intelligence, local cultural potential, local community social processes, community norm values and also customs and traditions (Daniah, 2016). In this case, the local wisdom environment can also be divided into eight, namely: (1) standards developed locally, such as "Javanese behavior", taboos and obligations; (2) community and traditional rituals and average values; (3) folk tales, legends and ordinary folk tales contain several lessons or messages that are recognized by the local community; (4) information, data and knowledge collected in senior communities, indigenous seniors, spiritual leaders; (5) society's plan or book of truth; (6) local community facilities; (7) materials used for needs; and (8) environmental resources (Iswatiningsih, 2019). So that local wisdom can be oriented towards cultural literacy skills which are defined as a social process which includes dialogical practices based on learning and acquiring knowledge through dialogical practices based on learning and acquiring knowledge through empathetic, tolerant and inclusive interactions with local culture. (Lahdesmaki et al., 2022). Based on the results of observations by making observations both during the learning process and outside the learning process, as well as by conducting interviews, there are several literacy activities carried out, the first is related to the literacy movement carried out, including:

1. Read a story/enrichment book for 15 minutes before class starts. The reading activities carried out are reading books aloud and reading books silently which can be done in the classroom or outside the classroom.
2. Enrich reading collections to support 15 minute reading activities.
3. Improve literacy skills in all subjects by using enrichment books and reading strategies in all subjects.
4. Functioning the school's physical environment through the use of school facilities and infrastructure, including the corner library in the classroom.

Barriers to Implementing Literacy Activities

Implementing good literacy activities is literacy activities that are carried out continuously, meaning that they are carried out continuously, so that they form a literacy culture and will have a direct impact on participants' interest and interest in literacy activities. There are several things that can be used as notes and material for reflection, so that the implementation of this literacy activity can run continuously, so that this literacy activity can become a cultural activity. Firstly, in book collections, many of the available books still need to be added and updated, because the books in the school library and reading corners in the classroom are still lacking and not varied, and are dominated by old books. So it is important to pay attention so that the available books can attract students' interest in reading. Second, the implementation of the 15 minute storybook/enrichment activity is still less effective and needs improvement in implementation management. In one week it is not certain that this book reading activity will be carried out, this happens because there are several factors, firstly, the amount of time available is insufficient because teachers and students also have to complete the learning material topics. Activities carried out under these conditions are very difficult to form a literacy culture. Literacy culture means the process of literacy activities carried out continuously and has become a habit, so that the literacy activities carried out have a direct impact on the literacy abilities of students.

Solutions for Implementing Literacy Activities

The solution for implementing this literacy activity is to improve students' literacy skills and as educators have an obligation and responsibility to foster students' interest in reading. If students are not directed and guided and do not like to read, students will lack knowledge, narrow insight, trigger ignorance, lack of self-confidence and so on. Students' literacy skills are not only able to read but also write and reason. So that this literacy culture is sustainable in implementing literacy activities, there are several ways to increase students' interest in reading, namely:

1. Read regularly, so that students' abilities can improve with special reading programs every day, such as reading before learning begins.
2. Reading fairy tales, reading fairy tales before learning begins can make students like reading and listening to stories. Students are interested in reading themselves.
3. Class library, books that are easily accessible increase interest in reading. With the presence of a mini library in the classroom, students get used to being surrounded by books and increase students' curiosity.
4. Book reading awards, giving awards to students who diligently read books, is a way to increase students' interest in reading. For example, for students who have read 2 books a week, getting a free stationery coupon from the school cooperative will motivate students to read.

5. Discussions about story books that have been read, discussing books that have been read can foster students' interest in reading. Students become interested in knowing the contents of the story. The excitement of discussing a book that has been read together will make students love reading and this is done every weekend.

Conclusion

The teacher's understanding as an educator about the basic concepts of literacy is very important. This basic concept is the reference for teachers in mobilizing and carrying out literacy activities in schools. Carrying out literacy activities in an effort to help students develop all their abilities and competencies, as well as instill a culture of literacy in students. In carrying out literacy, use and function school facilities such as library buildings and books so that students can explore new knowledge and knowledge. Apart from that, teachers also use reading corners in the classroom as a means of bringing students closer to books. The implementation of literacy in elementary schools, especially in schools, is currently also experiencing problems, namely the limited number of books provided, plus the books available are old books, so this has a direct impact on students' lack of interest and the implementation of literacy programs still cannot be implemented properly. maximum so that it also has an impact on the literacy culture of participants in elementary schools.

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