

International Journal of Students Education



Page 103-108

ISSN 2988-1765

Vol 2 No 2 2024

Copyright © Author International Journal of Students Education

This work is licensed under a Creative Commons Attribution 4.0 International License



PLANTING ATTITUDE RESPONSIBILITY AND CONCERN THROUGH LEARNING CIVICS IN SCHOOL BASE

Ade Irma Rambe¹

¹Universitas Muhammadiyah Sumatera Utara

Email: adeirmarambe49@gmail.com

Abstract

Literacy culture and citizenship is ability individual and society for act on environment social as part from culture and country. increasing current technology information is very influential interest read student. Research purposes is for explore implementation literacy culture and citizenship in schools base. This study classified into the study qualitative with approach method research used is method naturalistic inquiry. Subjects involved in this study namely 1 head school, 4 teachers, 4 students, and 4 parents. Data collection was carried out use method observations and interviews, with instrument study form sheet interview. After the data is collected, then analyzed with approach qualitative. Research result this is school base has implement literacy culture and citizenship of 80% reviewed from class base aspect, aspect culture school, and community base form activity read 15 minutes every days , borrowing books in the library, planting values characters, there are facility literacy school as well as level involvement team facilitator . Deep advice this study is for all teachers, parents and students more emphasize culture read although constrained with busyness.

Keywords : Literacy, literacy culture and citizenship

Introduction

One of ability a decent life mastered students in the 21st century inside against fast development knowledge knowledge , technology and arts (science and technology), and impact universality marked by its presence traditions the outside does n't in accordance with tradition domestic is literacy culture and citizenship (Mardhiyah et al., 2021; Prasetya et al., 2022). Literacy culture can described as networking information held by the reader professional , like base information that sticks to power thought and understood , got the essence , knowing that is , connecting what are they read with the condition is not listed which gives meaning to reading (Desyandri , 2018; Pratiwi & Asyarotin , 2019). As part from the world, Indonesia follows participate in event progress and global change . Because of that , ability adapt and accept , and behave in a way wise on absolute diversity forming culture literacy for all field education (family , school , and community). For that , besides student get knowledge and literacy in school , students will also get activity literacy at home . In terms of this , makes the role of parents is very important in a literacy program culture and citizenship. In Indonesia almost every area own various ethnicity , art , religion, custom customs and wisdom local , so need addressed with Be careful in respond trend change 21st century . Uphold tall values sublime and life social the Indonesian nation needs implanted as identity and fortress cultural order defense nation no corroded (Nudiati , 2020). Therefore that 's literacy culture and citizenship are very important for every students , as precondition For foster a sense of responsibility answer , tolerate to each other , and love homeland (Helaluddin , 2018). It is just reality on the ground show that interest read public still

very low . This matter supported by the results observations made at SDN 003 Langsat Permai . Observation results show that from many student only 60% of students have interest read even then still classified low. Low interest in reading will low impact ability literacy read . Student can read but no can understand meaning reading the . This matter naturally will low impact ability student in field academic. Literacy culture and citizenship is matter important that is necessary mastered in the 21st century . This because diversity nation, language , customs customs and customs customs start disturbed by people or groups that don't want difference and want open riches culture nation this (Nudiati , 2020; Ramdani et al., 2019; Yusuf et al., 2020). Literacy culture and citizenship can also become tolerant understanding to differences (Pratiwi & Asyarotin , 2019). In other words, literacy culture and citizenship will push realization Indonesian society adheres to understand complete multiculturalism , that is a society based on respect and appreciation to differences (Marlina & Halidatunnisa , 2022; Muniroh et al., 2020). Literacy related tightly with ability somebody in reading, writing , speaking and processing information obtained in frame solve problems encountered in life everyday (Hasan et al., 2022; Tunardi , 2018). Great nation characterized by a civilized society, with level high civilization , and so on active advance public international. Implementation activity literacy No only problem understand a country can remove blind letters, but more important again , effort citizens of that country own proficiency the life that can be compete and live side by side with other countries for create world welfare. Literacy no only ability reading and writing , but literacy can also be done means literacy technical , political, thinking critical, and sensitivity to environment around (Dewi, 2019; Pratiwi & Asyarotin, 2019).

Literacy culture can considered as something ability for understand and act on Indonesian culture as identity nation. Whereas literacy citizenship is ability understand rights and obligations citizen . With thus, literacy culture and citizenship is ability individual and society for act on environment social as part from culture and country (Ahsani & Azizah, 2021; Pratiwi & Asyarotin, 2019). Ability for know diversity and obligation as public from something nation is decent dexterity controlled by everyone individuals in the era of modernization. Because of that 's literacy culture is very important given in school , literacy culture no simply protect and develop culture national and local, but rather forming individuality Indonesian people in the middle society , so still love and preserve culture literacy (Sari & Supriyadi, 2021). In the era of the Industrial Revolution 4.0 literacy culture and citizenship are very important for force minimal millennials will interest to culture and traditions . Due lack of understanding and knowledge and also memory they to culture and citizenship . Eventually ability literate will develop attitude crisis and innovation about fact life as well as demand every individual have Individual dexterity is centered on ability think logical (Yusuf et al., 2020). A number of research that has been done previously disclose that literacy program specifically literacy culture and citizenship in schools Upper Middle School in Banda Aceh City still Not yet maximizing because teachers don't understand substance and content literacy culture and citizenship . The teacher considers that literacy culture and citizenship No too important . Student No understand culture and citizenship in the environment they as well as student No own sensitivity , tolerance , collaboration etc. (Arditama & Lestari, 2020). Research result other disclose different thing ie education applied culture and citizenship in style literacy millennials can more selective in receive and process information obtained (Pratiwi & Asyarotin , 2019). Research result furthermore disclose that scope school implementation process literacy culture and citizenship held through giving activities understanding about multicultural culture as well as understanding about rights and obligations as citizen . Activity literacy culture and citizenship the capable develop character Love homeland , desire knowledge , tolerance, enthusiasm nationality , bear it responsibility , and discipline (Maimun et al., 2020). Based on a number of results study the can said that implementation literacy culture and nationality in each school different. Not completely students and schools capable apply matter , so still need attention and supervision . It 's just research previously not yet there is study special about literacy culture and citizenship in schools basic, so this study focused on research the with objective For know implementation literacy culture and citizenship in schools base.

Research Methodology

This study use method studies literature through approach qualitative , which is purposeful for explained problems are studied and provide solutions for them overcome problem the in a way detailed and in-depth in accordance with results analysis and theory used. The type of data used through primary and secondary data sources , obtained through various literature in 10 years last (2009-2019). Literature totaling 18 pieces of literature that is form books , e-books, e-journals, proceedings and so on . Data collection techniques were carried out with

analysis to various related literature with topic the problem being studied . Research methods qualitative is something approach descriptive in understand phenomena that occur in the environment social with give clear picture from facts found in the field . The purpose of study studies literature through approach qualitative is explain. Phenomenon disinformation that occurs in life society especially millennial generation so can resolved through application literacy culture and culture in the realm family , community and school . Rahmat (2009) in Novianto (2017) explains that , research Qualitative is also called , " natural research because of the data in the research This nature experience or natural, researcher as tool meaningful research researcher as tool main data collection ." Research data sourced from review literature then analyzed by researchers .

Result & Discussion

Based on the observation and interview process with 13 respondents in the form of school principals, teachers, students and parents, 3 main findings were obtained in the research related to cultural and civic literacy activities at SDN 003 Langsat Permai. The first finding relates to indicators of cultural literacy and citizenship in elementary schools on a class basis with sub-indicators of the amount of cultural literacy training, intensity of use and application in learning, and the number of cultural products produced. In the first finding, it is known that at SDN 003 Langsat Permai, cultural and civic literacy activities have been fully implemented in the cultural and civic literacy indicators in elementary schools on a class basis with sub-indicators for the number of cultural literacy training. There has been training on literacy for both teachers and students, before learning, implementation of 15 minute reading activities, use of effective teacher teaching methods in accordance with the 2013 curriculum method, and there is a literacy corner in the classroom. The sub-indicator of the intensity of use and application of learning in schools is in the form of learning through libraries, reading houses and literacy rooms that have been prepared by the school. And in the sub-indicator, the number of cultural products produced in the form of poster works and Malay dance products are still included in the learning material, not from their own work, so cultural and civic literacy in elementary schools has been fully implemented at SDN 003 Langsat Permai. The second finding in the research relates to indicators of cultural literacy and citizenship in elementary schools based on school culture with sub-indicators of the amount and variety of reading materials, borrowing books, number of school activities, school policies, cultural community, student order, student tolerance, student participation. The second finding shows that cultural and civic literacy in elementary schools has been fully implemented at SDN 003 Langsat Permai. In the indicator of cultural and civic literacy in elementary schools based on school culture with sub-indicators of the number and variety of reading materials in the form of a variety of reading materials with cultural and civic themes of around 80%. In terms of the frequency of borrowing books, there are varied book collections, including novels, folk tales and children's magazines at school, students visit the library to read books and borrow books.

Students borrow books according to their needs. In terms of the number of school activities, activities related to culture are held, such as art performances held at the end of the year to celebrate farewells, or certain days and times such as historical days. In school policy indicators by creating a program every day children are required to read 15 minutes and to develop civic values by holding a joint parade. In the cultural community indicator, there are cultural communities in schools such as the Javanese, Batak and Malay ethnic communities. In the student order indicator, all students obey the school rules as indicated by a student order score of 80%. In the indicator of student tolerance, students can accept diversity at school and in class very well, there are no differences, communicate with each other and interact well. In the student participation indicator, students participate in school activities in the form of mutual cooperation, scouting and sports. The third finding in the research relates to indicators of cultural and civic literacy in primary schools on a community basis with sub-indicators of the number of supporting facilities and infrastructure as well as the level of involvement of parents and the community. The results of the third finding show that cultural and civic literacy in elementary schools has been fully implemented at SDN 003 Langsat Permai. In the indicators of cultural and civic literacy in elementary schools on a community basis with the sub-indicator of the number of supporting facilities and infrastructure, the facilities and infrastructure are very adequate in the form of literacy rooms, libraries, reading houses, while the infrastructure is in the form of books for reading materials. In terms of indicators and level of involvement, parents and the community have been involved in the form of orders to read books at home, but with busy work, parents cannot take the time to read books.

The results of the research analysis show that cultural and civic literacy activities at SDN 003 Langsat Permai have been fully implemented based on class, school culture and community. Cultural and civic literacy in classroom-based schools is implemented because the classroom is a place where students can carry out teaching and learning activities, carry out activities such as reading books (Hartyatni, 2018; Ramandanu, 2019). Class in the world of education has the meaning of a group of students who are facing lessons at school or educational institution. Class can also refer to learning and teaching activities (Cahyani et al., 2020). On the other hand, literacy skills are important for getting to know culture and national identity, thereby fostering a caring attitude towards others, mutual respect for each other, and tolerance between religious believers (Ahsani & Azizah, 2021; Iswatiningsih, 2019). The learning process in schools (classrooms) has a more specific role in the narrow sense, namely in relation to the teaching and learning process. The teacher's role is as an organizer of the learning environment and at the same time as a learning facilitator (Wajdi, 2021). Teachers have a very fundamental role in implementing cultural literacy and citizenship (Aziza et al., 2020). The teacher's role is described as a designer. Teachers are called designers because the teacher's job is to plan, organize, supervise and evaluate programs in a short period of time. Appropriate classroom climate and school culture are key in establishing a context in which students feel confident to express their opinions even though their views may differ from those of others. The teacher's role is complex, demanding and key when promoting and guiding productive classroom dialogue and argumentation (Rapanta et al., 2021). Apart from being carried out on a class basis, cultural literacy and citizenship activities are also carried out based on school culture. School culture is a set of values that underlie behavior, traditions, daily habits and symbols practiced by school principals, teachers, administrative officers, students and the community around the school. Culture or culture is a complex whole that was formed in history and passed on from time to time through traditions that include organization, social, economic, religion, belief, custom, law, art, technique and science (Edward & Hutahaeon, 2018). Thus, culture is formed through the process of passing time in history which develops from generation to generation (Siddik & Sutrisno, 2021; Yusuf et al., 2020). In this case, of course cultural literacy and citizenship based on school culture are also important to implement. School literacy movements, especially cultural and civic literacy, are very much needed in the world of education to strengthen students' cultural and civic literacy (Cahya et al., 2022; Yusuf et al., 2020). In the habituation stage, schools program cultural literacy with activities. The habit of reading 15 minutes before learning begins has the aim of increasing students' interest in reading and improving reading skills so that knowledge can be mastered well by students (Sari & Supriyadi, 2021). Interest in reading is a strong desire that will be realized through a willingness to obtain reading material and then read it on one's own behalf (Yuki, 2020). Apart from that, the stage of developing literacy skills through activities in the library is needed in school literacy activities in order to improve students' literacy skills. One way to improve students' literacy skills is through activities in the library, including reading and writing activities, searching for learning resources, and responding to enrichment reading (Setiawan & Sudigdo, 2019). Schools must consider their readiness in implementing this program, which includes readiness in providing the facilities used, reading books, as well as the readiness of facilities and infrastructure that support the running of the literacy movement (Zikra, 2019).

Furthermore, in the process of developing cultural literacy and citizenship in elementary schools on a community basis, the role of parents is involved. Not only at school, students are also expected to increase their interest in reading at home. The role of parents at home can help increase children's interest in reading at home. The role of parents is no less important than the role of teachers at school. Parents are the first role models for their children. Cultural literacy is the ability to understand and behave towards Indonesian culture as a national identity (Ahsani & Azizah, 2021; Pratiwi & Asyarotin, 2019). In addition, civic literacy is the ability to understand the rights and obligations as a citizen (Dewi, 2019; Pratiwi & Asyarotin, 2019). Thus, cultural and civic literacy is the ability of individuals and society to behave towards their social environment as part of a culture and nation (Marlina & Halidatunnisa, 2022; Muniroh et al., 2020). The tradition of reading and writing must continue to be developed, so that educational progress will be more rapid. Reading and writing norms must continue to be developed in schools to become academically global. In this regard, the government has issued a regulation that teachers who wish to be promoted are required to produce written work. Literacy is no longer only seen as a basic ability or tool that supports the academic learning process, but has become a supporting factor in society's need for access to accurate and reliable information as well as an individual's ability to think in solving problems, as well as ethical social attitudes in interacting between groups in society (Hasan et al., 2022; Tunardi, 2018). The results obtained in this research are slightly different from the results of previous research. The results of previous research

reveal that literacy programs, especially cultural and civic literacy in Senior High Schools in Banda Aceh City are still not optimal because teachers do not understand the substance and content of cultural and civic literacy. Teachers think that cultural and civic literacy is not very important. Students do not understand the culture and citizenship of their environment and students do not have sensitivity, tolerance, collaboration, etc. (Arditama & Lestari, 2020). Other research results also reveal something different, namely that cultural and civic education implemented in the literacy style of the millennial generation can be more selective in receiving and processing the information obtained (Pratiwi & Asyarotin, 2019). The results of further research reveal that within the school scope the process of implementing cultural and civic literacy is carried out through activities that provide an understanding of multicultural culture as well as an understanding of the rights and obligations as citizens. These cultural and civic literacy activities are able to develop the character of patriotism, curiosity, tolerance, national spirit, responsibility and discipline (Maimun et al., 2020). Based on this, it can be said that the cultural and civic literacy process in each school is different. This depends on the way teachers and school principals organize all literacy implementation processes.

Conclusion

Implementation literacy culture and citizenship in elementary school play a role important in develop global diversity . Teachers and curriculum school own crucial role in forming understanding student about diversity global culture and citizenship . This study can become reference for schools and teachers in designing effective learning strategies for develop global diversity in elementary school. Literacy is also a ability a must start owned by individuals for obtain convenience in undergo life in the future come . In the beginning , literacy only covers read and write course , but moment this already start developed with various required abilities mastered that is digital literacy , literacy numeracy , literacy culture and citizenship , literacy finances , as well literacy science. Because of that 's literacy must start introduced since early to children candidate generation successor nation. Literacy culture and citizenship is one of the important thing For start mastered by Child Elementary school . With diversity ethnicity , culture , customs , as well the trust that Indonesia has , it feels like need introduced to children to have character noble and good , as well as a sense of love to homeland . Especially , if observe and pay attention , Indonesia is included possible part of the International world prone to accept influence world culture. Because of that 's necessary public need equipped ability to be able adapt with the culture of other countries that enters to Indonesia. Ability the named ability literacy culture and citizenship .

References

- Aceh. Undiksha Journal of Citizenship Education, 8(2), 157–167. <https://doi.org/10.23887/jpku.v8i2.24762>.
- Anggraini, R., & Fatmawati, A. (2020). Application of Cultural Literacy in Forming Multicultural Character Education in Elementary Schools. *Journal of Elementary Education*, 11(1), 43-54.
- Arditama, E., & Lestari, P. (2020). Review of Cultural Literacy and Citizenship of High School Students in Banda City
- Fitriani, Y., & Aziz, IA (2019, March). Literacy in the era of industrial revolution 4.0. In *Proceedings of the National Seminar on Indonesian Language and Literature (SENASBASA)* (Vol. 3, No. 1).
- Kurniawan, RD, & Wardani, ES (2020). Implementation of Cultural Literacy in Social Studies Learning in Elementary Schools. *Journal of Elementary Education*, 11(1), 65-76.
- Lestari, DP, & Anggraeni, R. (2018). Application of Cultural Literacy in Thematic Learning in Elementary Schools. *Journal of Elementary Education*, 9(1), 45- 56.
- Mahendra, Y. (2019, August). Character Education in Elementary Schools. In *Proceedings of the 2019 National Education Performance National Seminar (PPDN)* (Vol. 1, No. 1, pp. 257).
- Prasetya , F., Fahrozy , N., Iskandar, S., Abidin, Y., & Sari, MZ (2022). 19th-20th Century Learning Efforts and 21st Century Learning in Indonesia. *Journalbasicedu* , 6(2), 3093–3101. <https://doi.org/10.31004/basicedu.v6i2.2098>.
- Prihatmojo, A., & Badawi, B. (2020). Character Education in Elementary Schools Prevents Moral Degradation in Era 4.0. *Dwija Scholar: Journal of Pedagogical Research*, 4(1), 144-147.
- Purwanto, EA (2019). Implementation of Citizenship Education in Build Tolerance Religion in Elementary School . *Journal of Elementary Education*, 10(1), 33-42.

- Rachmawati, I. (2018). Increasing Cultural Literacy through Local Wisdom-Based Learning in Elementary Schools. *Journal of Elementary Education*, 9(1), 57-66.
- Wardhani, DP, & Yuliawati, N. (2018). Implementation of Cultural Literacy in Indonesian Language Learning in Elementary Schools. *Journal of Elementary Education*, 9(1), 67-76.
- Yusuf, R., Sanusi, Razali, Maimun, Putra, I., & Fajri, I. (2020). Overview Literacy Culture and Citizenship High School Students in Banda Aceh City. *Journal of Citizenship Education Undiksha*, 8(2), 91–99. <https://doi.org/10.23887/jpku.v8i2.24762>.
- Yusuf, R., Sanusi, S., Razali, R., Maimun, M., Putra, I., & Fajri, I. (2020). Review of cultural literacy and citizenship of high school students in Banda Aceh City. *Undiksha Journal of Citizenship Education*, 8(2), 92.
- Zikra, SDZS (2019). The Influence of the Literacy Movement School (GLS) against Increasing Students' Interest in Reading at SMAN 3 Takengon . *Journal Libria*, 10(2). <https://doi.org/10.22373/4067>.